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ABSTRACT

This resource guide identifies and describes early childhood education teaching, training, and staff development materials that meet three basic criteria: good, readily available, and inexpensive. It is designed to provide educators, trainers, supervisors, and other personnel preparation decision makers with resources for designing quality preservice and inservice experiences. The guide is divided into two sections: materials on instructional content and materials on the instructional process. The instructional content section provides annotated listings of materials with which to enrich preservice and inservice personnel preparation in fourteen key early childhood/early intervention content areas. These include: assistive technology, cultural diversity, early care and development, evaluation/assessment, family-professional collaboration, Individualized Family Service Plans/Individualized Education Programs, inclusion, interagency collaboration, legislation, service coordination, specific populations, state planning and resource development, teams, and transitions. The instructional process section describes resources to enrich the design of quality personnel preparation efforts including family participation materials, and personnel preparation and development materials. Each section describes primary and supplemental resources and includes information on the content of the materials, level of impact, source, and cost. Appendices

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include a list of sources for the materials, an author index, and a title index. (CR)

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Selected Early Childhood / Early Intervention Training Materials

Compiled and Previewed by

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Pamela J. Winton

Frank Porter Graham Child Development Center
The University of North Carolina at Chapel Hill

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EC 308083

Resource Guide

Selected Early Childhood/ Early Intervention Training Materials

Systems Change in Personnel Preparation

9th edition

2000

Compiled and Previewed by

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Frank Porter Graham Child Development Center
The University of North Carolina at Chapel Hill

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This symbol designates items that have been reveiwed for cultural and linguistic appropriateness by the CLAS (Culturally and Linguistically Appropriate Services) Early Childhood Research Institute. Reviews are available at http://clas.uiuc.edu/resource

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Introduction

How to Use the Resource Guide

The purpose of the Resource Guide is to identify and describe teaching, training, and staff development materials that meet three basic criteria: good, readily available, and inexpensive. These resources may assist educators, trainers, supervisors, and other personnel preparation decisionmakers in designing quality preservice and inservice experiences.

What's in the *Resource Guide*?

The *Resource Guide* is divided into two sections: materials on instructional content and materials on instructional process. A list of topics and information covered in each of these sections follows.

Instructional Content

This section provides annotated listings of materials with which to enrich preservice and inservice personnel preparation in fourteen key early childhood/early intervention content areas. These include:

Assistive Technology—resources for sharing information about the use of assistive technology with young children

Cultural Diversity—materials to facilitate the appreciation of individual differences in ourselves and the families we serve and to promote interactions that reflect cultural and linguistic sensitivity

Early Care and Development—materials to promote optimum early development, including the design, implementation, and evaluation of quality child care environments that lend themselves to effective inclusion

Evaluation/Assessment—resources for training others in gathering and sharing child and family information

Family-Professional Collaboration—materials for assisting individuals and programs in movement toward family-centered practices and effective collaboration

IFSP/IEP—resources for sharing information and promoting understanding of the IFSP and IEP processes

Inclusion—materials for promoting quaility environments that support the development of all young children

Interagency Collaboration—information and activities to foster productive collaborative efforts that support young children and families

Legislation—materials for sharing information about federal legislation and policies that affect young children and families

Service Coordination—materials for teaching about case management and service coordination

Specific Populations—instructional resources targeted to specific audiences including medical personnel, paraprofessionals, and practitioners who serve parents with special needs, children infected with HIV, and premature infants

State Planning and Resource Development—resources to assist states in setting up structures to support and link the components of personnel development (recruitment, preparation, qualification, support and retention)

Teams—materials for promoting teamwork

Transitions—materials for sharing information about the transitions in early childhood/early intervention made by young children and families.

Instructional Process

This section describes resources to enrich the design of quality personnel preparation efforts, including:

Family Participation—materials to stimulate and support the involvement of family members in different roles of early childhood intervention, including leadership, advocacy, personnel preparation, and program design and development

Personnel Preparation and Development—information on models (mentoring, consultation) and methods (instructional approaches, case method, team-based approaches) for supporting preservice education, inservice train' ıg, and ongoing staff development

How is the *Resource Guide* Organized?

Each section idescribes two kinds of resources: *Primary resources* and *Supplemental resources.*

Primary resources are materials that are described at length, including title, author, date, format (print, video, audiotape), content (brief description), level of impact, source, and cost. Typically these are items that were intended for instructional use and lend themselves without adaptation.

Supplemental resources are other materials described in terms of title, author, source, and cost. **Addresses and telephone numbers for these sources are provided in the Source List that begins on page 119 of the Resource Guide.** These are items that might be useful as activites, checklists, vignettes, handouts, readings, or bibliographic entries.

A *Source List* follows the content sections and includes publishers and producers for supplemental materials described in the *Resource Guide*. Two indices follow the *Source List* and provide alphabetical listings of all *Resource Guide* entries by author and title.

The *Resource Guide* is also available online as a PDF file at
[http://www.fpg.unc.edu/Publications/Rguide/rguide.pdf]

By downloading Adobe Acrobat Reader (available for free at the website) you will be able to read, copy, print, or search the *Resource Guide*.

Features of the 9th edition:

this symbol in the margin indicates entries that are new to the 9th edition of the *Resource Guide*.

this symbol in the margin designates items that have been reviewed for the cultural and linguistic sensitivity as part of the CLAS (Culturally and Linguistically Appropriate Service) Early Childhood Research Institute. Each review provides information about the strengths, limitations, and potential uses for personnel preparation of the material. The home page for CLAS is http://clas.uiuc.edu. Reviews of materials may be found by title or by author at http://clas.uiuc.edu/resource.html.

- margins have been designed with lined space for taking notes about individual entries.

Please note that the *Resource Guide* is not intended to be a comprehensive document. Instead, this collection represents material the compilers have used, currently use and will continue to use until we discover even better materials in this very dynamic field. Your help in facilitating those discoveries will be greatly appreciated!

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Assistive Technology

This section includes resources for sharing information about the use of assistive technology with young children.

Primary Resources

Assistive technology: A training manual for interdisciplinary teams

Debbie Reinhartsen, Editor

This curriculum captures effective instructional sequences for training about key aspects of assistive technology (i.e., technology and the law, literacy skills, funding, devices, assessment). Each content module provides essential instructional components, including learning objectives, a content overview, an instructional outline with overhead/handout cues, discussion questions and applications, and all related instructional materials. Each module is completely self-contained and designed to be presented alone, with other modules, or used for independent study. An added feature of this loose-leaf formatted curriculum is the inclusion of additional resources (articles, checklists, etc.) in the binder.

1996 **Print** **$20.00**

Level of Impact: Awareness/Knowledge

Jo Ann Campbell
CDL Library
Center for Development and Learning
CB #7255, UNC Campus
Chapel Hill, NC 27599-7255
Phone (919) 966-4788 Fax (919) 966-2230

Tech it easy

Debbie Reinhartsen, Susan Attermeier, Rebecca Edmondson, & Patsy Pierce

This resource contains suggestions and materials for providing training about assistive technology in early intervention service delivery. All planning guidance, objectives, and strategies are designed to foster parent-professional collaboration in the selection and use of assistive technology and *light-tech* adaptations. Materials include an "Assistive Technology Comfort-Level Survey" to evaluate the attitudes and knowledge of participants on a pre- and post- basis, six self-contained modules on aspects on assistive technology, and three sections of references and resources.

1995 **Print** **$8.22**

Level of Impact: Awareness/Knowledge

Jo Ann Campbell
CDL Library
Center for Development and Learning
CB #7255, UNC Campus
Chapel Hill, NC 27599-7255
Phone (919) 966-4788 Fax (919) 966-2230

For ordering information, please see the Source List on page 119.

Supplemental Resources

Baby power: A guide for families for using assistive technology with their infants and toddlers

Pierce, P. (Ed.). (1994). Raleigh, NC: North Carolina Department of Health and Human Services, Division of Early Intervention and Education. This guide compiles suggestions and guidelines for using assistive technology to help families with different aspects of their baby's life. Each chapter includes basic information on "nuts and bolts," strategies to try, sample IFSP goals, things to consider as a child "transitions" into new programs, and helpful resources. Free. Call (919) 733-3654 for a copy.

Freedom of speech

West Virginia Documentary Consortium & Spectra Media, Inc. (1997). South Charleston, WV: Author. This is a 30-minute, closed captioned video about the capacity of technology to assist individuals with disabilities in achieving their potential. Using stories from two families, this tape delivers powerful messages about concerns, priorities, resources and aspirations from parent and consumer perspectives. Cost: $56.00 includes postage.

Kids included through technology are enriched: A guidebook for teachers of young children

PACER Center. (1997). Minneapolis, MN: Author. This 128-page book with full-color illustrations suggests practical strategies for integrating computers, communication aids, and other devices to help children with disabilities at school and at home. Resource lists as well as reproducible forms and questionnaires will help both parents and professionals choose and use technology effectively. Cost: $15.00.

Welcome to my preschool! Communicating with technology

National Center to Improve Practice, Education Development Center, Inc. (1994). Newton, MA: Author. This 14-minute, closed-captioned tape visits an integrated preschool classroom where students with disabilities have full access to the curriculum through the use of high and low technology tools. In voice-overs, the teacher discusses specific challenges, the technologies that have been selected to address the challenges, and the benefits. Stock #4596. Cost: $29.99.

Young children and technology

PACER Center. (1997). Minneapolis, MN: Author. This 14-minute, closed captioned video shows how assistive technology can benefit young children with disabilities. Various devices are demonstrated in home and preschool settings, and strategies for infusing assistive technology in IFSPs and IEPs are offered. Cost: $35.00. It can also be rented directly from PACER for $10.00.

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For ordering information, please see the Source List on page 119.

Cultural Diversity

This section includes materials to facilitate the appreciation of individual differences in ourselves and the families we serve and to promote interactions that reflect cultural and linguistic sensitivity.

Primary Resources

Dealing with differences: A training manual for young people and adults on intergroup relations, diversity, and multicultural education

Marion O'Malley & Tiffany Davis

This manual is designed for individuals who are interested in facilitating workshops, classes and training sessions on understanding diversity, promoting multicultural education and improving intergroup relations. Information is provided for trainers of varying skill levels, including introductory sections with tips on designing and facilitating training (novice) and conceptual frameworks for further exploration (advanced). The manual includes lots of ideas for organization of training, instructional approaches, dividing groups, providing feedback and planning next steps. Each activity includes goals, materials, procedures and trainers notes, along with reproducible overheads and handouts.

1994 **Print** **$60.00**

Level of Impact: Awareness/Knowledge

Center for Peace Education
110 West Main Street, Suite 2-G
Carrboro, NC 27510
Phone (919) 929-9821 Fax (919) 929-7465

Developing cultural competence in early childhood assessment

Susan M. Moore, Janet Beatty, & Clara Pérez-Méndez

These training materials were developed to respond to questions regarding the best methods for incorporating values, cultural differences, and child-rearing practices into everyday usage when interacting with families from diverse linguistic and cultural backgrounds. It provides frameworks for examining, or teaching/training about skill in five aspects of early childhood assessment: gathering background information; working with interpreters and cultural mediators; adapting formal measures and utilizing informal measures; interpreting assessment information; and sharing information with families. Two unique tools (Cultural Competence Team Self-Reflection Tool & Personal Values Self-Reflection Tool) could be very useful in facilitating the movement of trainees from awareness to application of cultural knowledge.

1995 **Print** **$10.00**

Level of Impact: Awareness/Knowledge/Attitude

Brenda Dowell
Department of Communication Disorders and Speech Science
University of Colorado at Boulder
Box 499
Boulder, CO 80309
Phone (303) 492-3066

For ordering information, please see the Source List on page 119.

Diversity

Janet Gonzalez-Mena

A series of four videotapes designed to help individuals working with young children and their families to integrate culturally responsive caregiving with developmentally appropriate practices and a set of thought-provoking discussion questions comprise this remarkable set of materials. The tapes *(Diversity, Independence and Individuality; Diversity: Contrasting Perspectives; Diversity and Communication; Diversity and Conflict Management)* display a multiethnic group of practitioners and family members struggling over differences that arise from culturally driven view on caring for children. Preservice instructors, inservice trainers, or individuals with staff development responsibilities could use these materials to uncover pre-conceived notions, provide exposure to other viewpoints within a non-judgmental manner, and offer approaches to conflict resolution, all in a safe context.

1996 **Video with accompanying print manual** **$89.95 per video (includes manual)**
$295.00 for all 4 videos
30-day free evaluation is available

Level of Impact: Awareness/Knowledge/Attitude

Magna Systems
101 N. Virginia St., Ste. 105
Crystal Lake, IL 60014-9800
Phone (800) 203-7060 Fax: (815) 459-4280
Email: magnasys@ix.netcom.com Web: www.webering.com/magna/index.htm

Essential connections: Ten keys to culturally sensitive child care

Center for Child & Family Studies

This 36-minute videotape does a sensitive, effective job of illustrating principles for creating culturally sensitive child care environments. It is accompanied by a "magazine" which offers additional text about the ten areas (Provide cultural consistency, Work toward representative staffing, etc.) discusssed. Each area could provide the basis for discussion and strategizing about program-specific applications. Part of the *Culture, families, and providers* module described on page 19.

1993 **Videotape with accompanying magazine.** **$65.00 per packet**
Materials are also available in Chinese & Spanish. **(videotape and magazine)**

Level of Impact: Awareness/Knowledge

Bureau of Publications
Sales Unit Order No. 105b
California Department of Education
P.O. Box 271
Sacramento, CA 95802-0271
Phone (916) 445-1260
Web: www.cde.ca.gov/cdepress/

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For ordering information, please see the Source List on page 119.

Infusing cultural competence in early childhood programs

Nona Flynn, Eva Thorp, Kyppee Evans, & Cherie Takemoto, Editors

This publication, developed through a collaborative project between The Helen A. Kellar Center for Human disAbilities at George Mason University and The Parent Educational Advocacy Training Center, includes a participant's notebook and trainer's manual for Multicultural Early Childhood Team Training, an inservice training model promoting parent/professional collaboration in early childhood settings. The materials have been used to prepare parents and professional teams to improve services to diverse families of young children with special needs. While targeting programs that serve families who represent multiple cultural and linguistic communities, there is a focus on cultural awareness, sensitivity, and competence. This compilation of eleven training modules includes objectives, teaching activities, and readings. The notebook is supported by a trainer's manual which provides easy to follow, step-by-step notes for instruction. The cross-cutting themes throughout are family centered practice, parent and professionals partnership, cultural competence, and systematic problem solving to promote program change.

1998 **Print** **$150.00**

Level of Impact: Awareness/Knowledge

Multicultural Early Childhood Team Training
Attention: Anna Wickline, Publication Specialist
George Mason University
Helen A. Kellar Center for Human disAbilities
4400 University Drive, (1F2)
Fairfax, VA 22030-4444
Phone (703) 993-3670

Project CRAFT (Culturally responsive family-focused training)

Deborah Chen & Linda Brekken

These materials were developed as part of a 15-hour sequence of instruction designed to improve the quality of early intervention services provided to young children and their families from diverse cultures. A videotape and accompanying print materials address seven topics: stereotypes and the media; cultural diversity; family values; building relationships; communication; communication and language acquisition; and the NICU. Each topic area includes a video segment, a highlighted quote, key points, discussion questions, trainer notes, and handouts. Because of the organization of the materials, they lend themselves to use in preservice or inservice settings.

1997 **Video with accompanying print materials** **$74.95**

Level of Impact: Awareness/Knowledge

Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285-8539
Phone (800) 638-3775 Fax (410) 337-8539
Email: custserv@brookespublishing.com Web: www.pbrookes.com

For ordering information, please see the Source List on page 119.

Understanding family uniqueness through cultural diversity

Margarita Luera

The Project Tá-kos approach to training cultural sensitivity to diversity is based on each participant identifying their own unique culture beginning with their family of origin's culture. The materials are designed to be used as a four workshop sequence: "Self-awareness," "Cultural Exclusiveness," and "Consciousness Raising" are completed in the first workshop; "Heightened Awareness" in the second workshop; "Overemphasis" in the third workshop; and "Integration and Balance" in the fourth and final workshop. Each component builds on the previous component. The user's guide specifies that while someone facilitating a workshop with these materials does not need to be a cultural expert, they must be very familiar with the materials.

1994 **Print** **$85.00**

Level of Impact: Awareness/Knowledge

Project Tá-kos
Alta Mira Specialized Family Services, Inc.
P.O. Box 7040
Albuquerque, NM 87194-7040
Phone (505) 262-0801

Supplemental Resources

Annotated bibliographies

Culturally and Linguistically Appropriate Services Early Childhood Research Institute (CLAS). (1998-1999). Champaign, IL: Author. As an aid to faculty members and presenters who wish to infuse diversity in readings, assignments, and discussions, the CLAS project has compiled annotated bibliographies on topics that range from child find and cross-cultural conceptions of child-rearing to definitions of culture. All bibliographies are available on the Web at clas.uiuc.edu/annotate/.

Barnga: A simulation game on cultural clashes

Thiagarajan, S. & Steinwachs, B. (1990). Yarmouth, ME: Intercultural Press. A card game designed to help participants experience the shock of realizing that in spite of many similarities, people from other cultures have differences in the way they do things. Run in a relatively short time, Barnga can facilitate discoveries and discussions about how to reconcile those differences in order to function in a cross-cultural relationship or group. Cost: $22.95.

For ordering information, please see the Source List on page 119.

Building bridges with multicultural picture books for children 3–5

Beaty, J.J. (1997). Upper Saddle River, NJ: Prentice-Hall, Inc. This book offers strategies for acquainting teachers and children with multicultural book characters as a strategy for helping them to relate to and accept the real multicultural people they meet. This resource offers suggestions for choosing books, leading children into book extension activities featuring multicultural characters, and developing multicultural curricula. Cost: $39.00.

Building cultural reciprocity with families: Case studies in special education

Harry, B., Kalyanpur, M., & Day, M. (1999). Baltimore: Paul Brookes. This monograph takes readers into the lives of eight families of children (preschool - high school) with disabilities. Each is unique in its culture, configuration and priorities. The cases and accompanying questions can be used to strengthen interactions between families, caregivers, and professionals with regard to the cultural values and beliefs that form families' goals for their children and conflicts between individual beliefs and the culture of special education. Cost: $30.00.

Celebrating diversity: Aproaching families through their food

Eliades, D.C., & Suitor, C.W. (1998). (2ND ed.). Arlington, VA: Maternal and Child Health Clearinghouse. This monograph has lots of good information and good ideas for promoting the capacity of providers to communicate more effectively with a diverse clientele. "Strategies in action" describe challenging situations that could be used as vignettes in training. This resource may be freely copied. Cost: $10.00.

Conversations for three: Communicating through interpreters

Chen, D., Chan, S., & Brekken, L. (2000). Baltimore: Paul Brookes. This video features effective strategies for service providers (who depend on interpreters to communicate with families) and interpreters to promote sensitive and effective communication. Guidance from interpreters with significant experience is also provided. An accompanying guide includes instructional objectives, key terms, notes, questions, activities, and handouts. Cost: $74.95.

Cross-cultural dialogues: 74 brief encounters with cultural difference

Storti, C. (1994). Yarmouth, ME: Intercultural Press, Inc. This book is a collection of brief conversations (4 -8 lines) between an American and someone from another country and culture. Each dialogue has buried within it examples or breaches of cultural norms that may occur in different settings; many would be suitable for use in training to explore cultural differences. Cost: $16.95.

Cultural competence in screening and assessment: Implications for services to young children with special needs ages birth through five

Anderson, M., & Goldberg, P. (1991, December). Minneapolis, MN: PACER Center. This paper examines issues related to the screening and evaluation of young children from various cultural and linguistic backgrounds. Cost: $4.00.

Cultural competence self-assessment questionnaire: A manual for users

Mason, J.L. (1995). Portland, OR: Portland State University, Research and Training Center on Family Support and Children's Mental Health. An instrument to assist child and family-serving programs and agencies to identify cross-cultural strengths and areas in which change may be needed. Practical considerations, such as creating a positive environment in which to identify areas for change and implications for training, are also addressed. Cost: $8.00.

Culture and the clinical encounter: An intercultural sensitizer for the health professions

Gropper, R.C. (1996). Yarmouth, MA: Intercultural Press, Inc. This monograph presents a series of critical incidents in which communication between a health professional and a patient or client breaks down due to a lack of knowledge about cutural differences. Four possible explanations are offered; information on best choices is presented in a separate section. The incidents could be used as part of preservice or inservice training, but would also be well-suited to self study. Stock No. P-382. Cost: $23.95.

Culture, family, and providers

Center for Child and Family Studies. (1995). Sacramento, CA: California Department of Education. This module is actually a set of integrated materials including two print resources *(Infant/toddler caregiving: A guide to creating partnerships with parents* and *Infant/toddler caregiving: A guide to culturally sensitive care*), two video resources (*Essential connections* and *Protective urges: Working with the feelings of parents and caregivers*), and a Trainer's Manual. Based on current theory and practice, these materials are clearly organized in lesson plans that can be covered in 45 minutes or more. Each lesson plan includes an overview, key concepts in culturally competent child care, materials, activity sheets, handouts, overheads, discussion questions, and options for further exploration. Cost: $159.00.

Culture in special education: Building reciprocal family-professional relationships

Kalyanpur, M. & Harry, B. (1999). Baltimore, MD: Paul Brookes. Using a powerful combination of research, examples, and personal experiences, the authors identify and challenge the cultural assumptions and values that are embedded in special education policies and practices in this country. Each chapter begins with a personal story shared by the authors who both grew up outside this country; by the end of the chapter the reader has been introduced to new ways of thinking about laws and policies, professional expertise and language, and parenting. The book also offers a framework for students to identify the personal and professional values they bring to interactions with culturally diverse families of children with disabilities. Cost: $28.00.

For ordering information, please see the Source List on page 119.

Developing cross-cultural competence: A guide for working with children and their families

Lynch, E.W., & Hanson, M.J. (1998). (2nd. ed.). Baltimore, MD: Paul Brookes. This monograph has a variety of features, including guidelines for conducting a culturally sensitive home visit. Cost: $39.95.

Developing roots and wings: A trainer's guide to affirming culture in early childhood programs

York, S. (1992). Beltsville, MD: Gryphon House. This companion to *Roots and Wings: Affirming Culture in Early Childhood Programs* includes over 170 multicultural training activities adaptable to any audience or training style. Designed to prepare child care staff and caregivers to provide multicultural education that will prevent and eliminate the development of prejudice and racism in children, it also provides ideas for trainer support, training design, and personnel development. Cost: $29.95.

Diversity & developmentally appropriate practices

Mallory, B.L., & New, R.S. (Eds.). (1994). New York: Teachers College Press. The primary purpose of this edited volume is to provide a forum for the presentation of new challenges to the concepts and indicators of developmentally appropriate practices in early childhood. The dual focus on children representing cultural and developmental differences is carried out quite successfully throughout the volume. This thought-provoking volume makes an important contribution to the field. Stock No. 3299-0. Cost: $41.00.

Diversity training module: Fostering awareness, implementation, commitment, and advocacy

Jarvis, V.T., & Rodriguez, P. (1998). Raleigh, NC: North Carolina Department of Health and Human Services, Division of Early Intervention and Education. These materials were developed to offer participants in both preservice and inservice settings a better understanding of diversity. Four sections offer outlines, handouts, vignettes and activities in the areas of awareness, implementation, commitment, and advocacy. A pre- and post-test are provided along with evaluation forms and supplemental resources. Cost: FREE.

Enacting diverse learning environments: Improving the climate for racial/ethnic diversity in higher education

Hurtado, S., Milem, J., Clayton-Pederson, A., & Allen, W. (1999). ASHE/ERIC Higher Education Report Vol. 26, No. 8. Washington, D.C.: The George Washington University, Graduate School of Education and Human Development. This monograph provides higher education administrators, faculty, and students (4-year and community college) with information that can guide them in improving the climate for diversity on their campuses. Strategies for addressing student and faculty diversification, examples of promising practice, and recommendations for action planning are offered. Cost: $24 including shipping and handling.

NEW IN THE 9 NINTH

For ordering information, please see the Source List on page 119.

Experiential activities for intercultural learning

Seelye, H.N. (1996). Yarmouth, ME: Intercultural Press. This book brings together a collection of 32 exercises and activities designed to augment the resources and expand the repertoire of trainers and educators. While some activities relate specifically to business interactions, many would be great for exploring cultural attitudes and biases. Stock No. P-372. Cost: $21.95.

A film and video guide on teaching diversity: An annotated bibliography

Gonzales, J.R. (1997, May). Albuquerque, NM: College of Education, University of New Mexico. This resource was developed to assist faculty and students with their work in the areas of equity, diversity, multiculturalism and bilingual education. Cost: FREE.

Hearing everyone's voice

Hopkins, S. (Ed.) (1999). Redmond, WA: Child Care Information Exchange. Teachers, parents, and children share ideas in this guidebook for integrating peace education, anti-bias perspective, and democratic practice into early care and education settings. Each of ten sections (e.g., Stories to illustrate theories of children's social development) uses songs, stories, artwork, and activities to illustrate key concepts. Cost: $45.

¡Hola means hello! Resources & ideas for promoting diversity in early childhood settings

Fenson, C., Dennis, B., & Palsha, S. (1998). (2ND ed.). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center. Here's a resource that was designed to assist child care providers, teachers, and other personnel who provider services to young children and their families, in promoting diversity and fostering discussion of different beliefs, values and traditions. Sections include resources/materials for enhancing cultural awareness, a self-assessment checklist, booklists, and instructional resources. Cost: $5.00.

Honoring diversity within child care and early education: An instructor's guide

Chud, G., & Fahlman, R. (1995). Victoria, BC: Curriculum Publications. This 2-volume guide was designed to provide information, resources, and references that will support implementation of diversity and anti-bias education principles in early childhood settings. Volume I addresses contextual issues, the teaching process, and integrating diversity within the early childhood curriculum. Volume II focuses on working with families, interacting with young children, program planning and implementation, practica, and administration. Both volumes include articles, activities, checklists, and other useful information. Cost: Volume I ($44); Volume II ($33.50). NOTE: A 20% discount is available to educators.

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For ordering information, please see the Source List on page 119.

Human diversity in action: Developing multicultural competencies for the classroom

Cushner, K.H. (1999). New York: McGraw-Hill. This workbook is full of activities designed to actively engage students in 1) learning about the culture of self; 2) learning about the culture of others and intercultural interaction; and 3) modifying curriculum and instruction to more effectively welcome and embrace diversity in the classroom and school. This workbook was designed to accompany *Human diversity in education: An integrative approach* (see below). Cost: $31.95.

Human diversity in education: An integrative approach

Cushner, K.H., McClelland, A., & Safford, P.L. (1999). (3rd ed.) New York: McGraw Hill College Division. A core text for multicultural education courses, this book provides a broad treatment of the various forms of human diversity found in today's schools: nationality, ethnicity, race, religion, gender, class, language, sexual orientation, and ability. It also examines the broad social, cultural, and economic changes that are sweeping across the world and ways that are emerging to accommodate these changes. Case studies are used to introduce major concepts at the start of chapters and brief cases called critical incidents are used to focus attention on key concepts at the end of chapters. Chapter 6 (Developmentally appropriate classrooms) is particularly useful. A companion workbook (*Human diversity in action: Developing multicultural competencies for the classroom*) enables students and instructors to integrate an experiential component. Cost: $60.

Infant/toddler caregiving: A guide to creating partnerships with parents

Center for Child and Family Studies. (1990). Sacramento: California Department of Education. This caregivers' guide, designed to offer information on current theory, research and practice, could be used to support training about key aspects of effective child care environments. It starts with a vision statement for positive child, family and provider relationships, then progresses through nine sections that range from listening and responding to families' needs and considering the family in its culture to conducting business, any of which could be used to explore similar issues with a training audience. Part of the *Culture, family and providers* module described on page 19. Cost: $12.50.

Infant/toddler caregiving: A guide to culturally sensitive care

Program for Infant Toddler Caregivers. (1995). Sacramento, CA: California Department of Education. This guide is intended to offer caregivers information, based on current theory, research, and practice, for use in implementing culturally sensitive care in center-based and home-based programs. Readings, activities, questionnaires, and additional resources are clearly presented and easy to use. This guide can also serve as a companion to the videos *Essential connections: Ten keys to culturally sensitive care* and *Protective urges*. Cost: $12.50.

An introduction to cultural competence principles and elements: An annotated bibliography

Mason, J.L., Braker, K., & Williams-Murphy, T.L. (1995). Portland, OR: Portland State University. Current and useful resources for addressing topics including cultural self-assessment, dynamics of difference, valuing diversity, adaption to diversity, and incorporation of cultural knowledge. Cost: $6.50.

Learning the way: A guide for the home visitor working with families on the Navajo reservation

Dufort, M., & Reed, L. (1995). Watertown, MA: Perkins School for the Blind. This monograph provides information and strategies that con be used to increase the effectiveness of home visits and intervention planning. Good ideas for teaching/training about intercultural communication. Cost: $10.00.

Multicultural and equity resources: Annotated bibliography

Gonzales, J.R. (1994, September). Albuquerque, NM: College of Education, University of New Mexico. This resource was developed to familiarize faculty and students with resources for learning more about diverse populations. Cost: FREE.

Multicultural education and resource guide for occupational therapy educators and practitioners

Wells, S.A. (1994). Rockville, MD: American Occupational Therapy Association. A combination of materials (checklists, vignettes, activities) for addressing addressing diversity at the awareness level. Order No. 1112. Cost: $20.00.

Multicultural issues in child care

Gonzalez-Mena, J. (1997). (2nd ed.) Multicultural issues in child care. Mountain View, CA: Mayfield Publishing Company. This concise volume is designed to increase caregiver sensitivity to different cultural child care practices and values and to improve communication and understanding between caregivers and parents. The emphasis on practical, immediate issues of daily caregiving routines provides wonderful examples for teaching, training, or self-enrichment. Cost: $14.95.

Multicultural strategies for community colleges

Kee, A.M., & Mahoney, J.R. (1995). Washington, DC: American Association of Community Colleges. This publication offers a variety of resources: delineation of diversity issues, examples of successful strategies, and selected resources that address cultural diversity in community college settings. An agenda for minority education is also included, offering strategies for national organizations, states, campuses, faculty and students. Cost: $12.00.

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For ordering information, please see the Source List on page 119.

One child, two languages: A guide for preschool educators of children learning English as a second language

Tabors, P.O. (1997). Baltimore: Paul Brookes. This book has been written to help early childhood educators understand the process of second language acquisition in young children and presents organizational and curricular strategies for developing a supportive classroom environment for second language learning children. Based on extensive research, the author offers a variety of resources (vignettes, teaching cases, classroom observations, suggestions for teaching/training, strategies for involving parents). Email (patton@onechild.com) and a website (http://www.onechild.com/) have been established to allow ongoing communication with the author. Cost: $24.95.

Our children, our hopes: Empowering African-American families of children with disabilities

PACER Center. (1993). Minneapolis, MN: Author. This 15-minute videotape features conversations among African-American parents about their experiences. It can be purchased for $35 from PACER, or rented for 3–4 weeks at a time for $10.00.

Promoting cultural competence in children's mental health services

Hernandez, M., & Isaacs, M.R. (1998). Baltimore: Paul Brookes. In response to challenges faced by children's mental health professionals working in culturally and linguistically diverse communities, this book proposes strategies for developing cultural competence across a range of services. Strong emphasis is placed on discovering and supporting community capability, especially as related to infant/toddler services and services to immigrant and refugee families. The authors offer self-assessment tools, troubleshooting suggestions, planning assistance, methods for recruiting and retaining diverse staff, and other resources that could be used for preservice or inservice education. Cost: $32.95.

Restructuring schools for linguistic diversity: Linking decision making to effective programs

Miramontes, O.B., Nadeau, A., Commins, N.L., & Garcia, E. (1997). New York: Teachers College Press. While many of the examples in this book pertain directly to school-aged children, it remains an information-packed resource. Major sections address contexts for decisionmaking, putting premises in practice, and decisionmaking in practice (which centers around three lengthy case studies). Rich lists of references and resources add value to this text as an instructional resource. Cost: $23.95.

Roots and wings: Affirming culture in early childhood programs

York, S. (1991). Beltsville, MD: Gryphon House. Here's a tool for assisting practitioners to address the many faceted and complex issues of cultural diversity and racial prejudice. In addition to ideas for integrating cultural perspectives into all aspects of program development and service delivery it includes over 60 hands-on activities for children that shape respectful attitudes toward cultural differences. Cost: $24.95.

For ordering information, please see the Source List on page 119.

Starting small: Teaching tolerance in preschool and the early grades

Teaching Tolerance Project. (1997). Montgomery, AL: Southern Poverty Law Center. This video-and-text training kit offers early childhood educators strategies for implementing tolerance education programs for young children. The 250-page *Starting Small* book includes research-based commentary, suggestions for activities, and a comprehensive resource list. The 58-minute video highlights seven exemplary programs at sites throughout the country. Cost: $30 (includes UPS charges). NOTE: One free set of these materials is available to a school serving young children. A written request on letterhead from the elementary principal, day care director, or teacher education department chair is required.

Teaching/learning anti-racism: A developmental approach

Derman-Sparks, L., & Phillips, C.B. (1997). New York: Teachers College Press. Based on the authors' 20 years of experience teaching anti-racism to adults, this book provides both a conceptual framework and a "how to" guide for faculty who want to adapt anti-racism education for their programs. The book includes challenges, activities and teaching strategies, and analyses of students' growth, as illustrated by excerpts from journals that students were required to write as part of their course work with the authors. Cost: $16.95.

A three-way conversation: Effective use of cultural mediators, interpreters and translators

Spectrum Project and Project A.C.T. (1999). Denver: Western Media Products. This video on the effective use of cultural mediators, interpreters, and translators provides comments and insights from both parents and service providers. One entire section is organized by a series of video clips paired with probing questions that are helpful for organizing discussions and supporting learning. Cost: $39.95.

Transforming curriculum, empowering faculty: Deepening teachers' understanding of race, class, culture and language

Chang, H.N., Edwards, J.O., Alvarado, C., & Pulido-Tobiassen, D. with C.L. Morgan. (1999). Oakland, CA: California Tomorrow. This publication offers insights into the impact of changing demographics on community colleges, the implications of racism, classism, and cultural and linguistic diversity for campuses and early childhood education, guiding principles for effective training about equity and diversity, and strategies for implementing these principles on a personal or program level. This is a great new resource for anyone commited to rethinking the way we equip college faculty and early childhood teachers to effectively educate their diverse students. Cost: $15.00

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For ordering information, please see the Source List on page 119.

Using children's literature to learn about disabilities and illness

Blaska, J.K. (1996). Moorhead, MN: Practical Press. Developed for practitioners who work with young children, with or without disabilities, this book is designed to promote awareness of diversity of ability. Contents include reviews of 130 children's books, published since 1980, that include a character with an illness or disability. Cost: $19.95.

Valuing diversity: The primary years

McCracken, J.B. (1997). Washington, DC: National Association for the Education of Young Children (NAEYC). This book presents ideas and suggestions for how teachers can develop and implement developmentally appropriate anti-bias curricula teaching children in early elementary school to value diversity. Guidelines for evaluating and developing curricula, environments, learning materials and activities are provided, emphasizing realistic depiction of a wide variety of human cultures and characteristics in ways that provide children with experiential learning while fostering principles of democracy alongside pride in each child's heritage. Lists of recommended resources are provided, including children's books and recordings as well as resources for teachers. Cost: $5.00.

We all belong: Multicultural child care that works

Australian Early Childhood Association. (1993). St. Paul, MN: Redleaf Press. This 26-minute videotape leads viewers on a tour of a center that has integrated the daily cultural lives of children into an early childhood setting. Basic principles they have followed are highlighted, including how families have been engaged to guide the learning about family cultures. Film segments could be used to observe and discuss inclusion, mixed-age groupings, environment, staff-child ratio, and alternatives to a "culture of the week" approach to diversity. Cost: $29.95

For ordering information, please see the Source List on page 119.

Early Care & Development

This section includes materials to promote optimum early development, including the design, implementation, and evaluation of quality child care environments that lend themselves to effective inclusion.

Primary Resources

Anti-bias curriculum: Tools for empowering young children

Louise Derman-Sparks and the A.B.C. Task Force

This book provides a comfortable framework for programs to use in creating an anti-bias environment for young children, including a self-education guide for introducing the curriculum into an existing program. Chapters deal with a variety of issues in the area of inclusion, including racial differences and similarities, cultural differences and similarities, learning about disabilities, learning about gender identify, learning to resist stereotyping and discriminatory behavior, and activitism. Developmental tasks and guidelines, worksheets, activities and resources are provided.

1989 **Print** **$8.00 plus postage & handling. Order No. 242**

Level of Impact: Awareness/Knowledge

National Association for the Education of Young Children (NAEYC)
1509 16th Street, NW
Washington, DC 20036
Phone (800) 424-2460 or (202) 328-8777 Fax (202) 328-1846
Email: resource_sales@naeyc.org Web: www.naeyc.org/

A core curriculum & training program to prepare paraeducators to work in center and home-based programs for young children with disabilities from birth to age five

Anna Lou Pickett, Barbara Semrau, Karen Faison, & John Formanek

This competency based instructional program is designed to build on the life and work experiences that particpants bring to the training. The format for the instructional modules includes objectives, equipment and resources needed, suggested training activities, background information, handouts, and transparencies. The competencies, content, and format of the materials were field tested nationwide in sites that included community colleges, local school districts, and other educational delivery systems.

1993 **Print** **$25.00 includes shipping and handling**

Level of Impact: Knowledge/Application

National Resource Center for Paraprofessionals
National Center for Advanced Study in Education
City University of New York
CASE/CUNY, Room 620N
25 West 43RD Street
New York, NY 10036
Phone (212) 642-2948 Fax (212) 719-2488

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For ordering information, please see the Source List on page 119.

Developmental continuity training modules

Region IV Education Service Center

This set of ten training modules and accompanying videotape were developed to build the capacity to implement developmentally appropriate inclusive educational programs for young children (preschool through third grade). Module topics are varied (Developmental Continuity: Foundation for Inclusion, Learning Environments, Observation and Anecdotal Records, Planning Small Group Experiences, Developing Family Partnerships), and each includes objectives, activities, training procedures, materials, transparencies and handouts. Each module was designed around the 4MAT cycle (learning for personal meaning or "why," for content or "what," for practice or "how," and for application or for "what if/what next." This is an approach to learning that uses all four learning styles/needs to maximize learner comfort while being stretched to develop other learning abilities.

1997 **3 print volumes (10 modules) with accompanying video** **$75.00 for all three volumes and videotape**

Level of Impact: Awareness/Knowledge/Application

Region IV Education Service Center
Developmental Continuity Grant Project
7145 West Tidwell
Houston, TX 77092-2096
Phone (713) 462-7708 Fax (713) 744-6514

Early Childhood Environment Rating Scale (ECERS-R)

Thelma Harms, Dick Clifford & Debby Cryer

This easy-to-use program quality assessment instrument has been revised and expanded to include new interaction items, expanded curriculum materials, more inclusive and culturally sensitive indicators, and more items focusing on staff needs. It looks at quality in terms of categories that include personal care routines, furnishings and display, fine and gross motor activities, language and reasoning, creative activities, social development, and adult needs. Designed for use by classroom teachers, adminstrators, board members, trainers, state licensing staff and family members as an evaluation tool for all day care settings. Could easily be used as an instrument for team-based decision making.

1990 **Print (rating scale, video guide and instructor's workbook), videotape**

Cost: **Scale (1998)** ..... **$10.95** **Extra sheets** **$7.95**
Videotape ..... **$59.00** **VideoGuide** **$4.00**
(currently under revision)

Level of Impact: Awareness/Knowledge

Teachers College Press
P.O. Box 20
Williston, VT 05495-0020
Phone (800) 575-6566 Fax (802) 864-7626
Email: tcp.orders@aidcvt.com Web: tc-press.tc.columbia.edu/

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For ordering information, please see the Source List on page 119.

Family Day Care Rating Scale (FDCRS)

Thelma Harms & Dick Clifford

These materials are resources for evaluating family day care settings. FDCRS consists of 32 items organized under six major headings: Space and furnishings for care and learning; Basic care; Language and reasoning; Learning activities; Social devlepment; and Adult needs. Items are included for rating a day care home's provisions for children with special needs. Could easily be used as a self-assessment tool for family day care providers, a quality measure for state and private monitoring agencies, an instrument for team-based decision making or guidance for concerned parents.

1989 **Print (rating scale, video guide , and instructor's workbook), videotape**

Cost: **Scale** ..... **$ 8.95** **Extra scoring sheets (30)** **$8.95**
Videotape ..... **$59.00** **VideoGuide** **$4.00**

Level of Impact: Awareness/Knowledge

Teachers College Press
P.O. Box 20
Williston, VT 05495-0020
Phone (800) 575-6566 Fax (802) 864-7626
Email: tcp.orders@aidcvt.com Web: tc-press.tc.columbia.edu/

Infant/Toddler Environment Rating Scale (ITERS)

Thelma Harms, Debby Cryer & Richard M. Clifford

These materials are specifically designed to evaluate the group care of children up to 30 months of age. The 35 items on the scale are divided into 7 categories: Furnishings and display for children; Personal care routines; Listening and talking; Learning activities; Interaction; Program structure; and Adult interaction. Full instructions and illustrations are provided, along with discussion of reliability and validity. Could easily be used as a self-assessment tool for family day care providers, an instrument for team-based decision making or guidance for concerned parents.

1990 **Print (rating scale, video guide, and instructor's workbook), videotape**

Cost: **Scale** ..... **$ 8.95** **Extra scoring sheets (30)** **$8.95**
Videotape ..... **$59.00** **VideoGuide** **$4.00**

Level of Impact: Awareness/Knowledge

Teachers College Press
P.O. Box 20
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Phone (800) 575-6566 Fax (802) 864-7626
Email: tcp.orders@aidcvt.com Web: tc-press.tc.columbia.edu/

For ordering information, please see the Source List on page 119.

Supplemental Resources

Active learning for children with disabilities

Bailey, P., Cryer, D., Harms, T., Osborne, S., & Kniest, B.A. (1996). Reading, MA: Addison-Wesley Publishing Co. This manual was designed to complement the other volumes in the Active Learning series (see *Active Learning for Infants* and *Active Learning for Fives* in this section). It provides suggestions and resources, targeted to care providers and family members, for helping young children with disabilities learn through play. Learning situations posed throughout the book could be adapted as training activities. Stock No. 0201494027. Cost: $18.95 plus shipping.

Active learning for fives

Cryer, D., Harms, T., & Ray, A.R. (1996). Menlo Park, CA: Addison-Wesley Publishing Co. This book consists of a planning guide and four activity sections (activities for listening and talking, activities for physical development, creative activities, and activities for learning from the world around them). Lots of ideas for children whose abilities are between 60 and 72 months are included, along with strategies for learning design, implementation, and follow-up. A great basic resource. Stock No. 0201494019. Cost: $25.01 plus shipping.

Active learning for infants

Cryer, D., Harms, T., & Bourland, B. (1987). Menlo Park, CA: Addison-Wesley Publishing Company. This book is a compilation of ideas and activities for children with abilities up to 12 months of age. It's four sections (planning, activities for listening and talking, activities for physical development, creative activities) could be used to compliment training around issues of child care and inclusion. Stock No. 0201213346. Cost: $20.95 plus shipping.

An activity-based approach to early intervention

Bricker, D., & Cripe, J.J.W. (1992). Baltimore, MD: Paul Brookes. This book shows how to use daily activities to teach infants and young children of all abilities. Chapters focus heavily on considerations for teaching/training and implementation, helpful descriptions, sample activities, and practical methods for monitoring progress. Cost: $27.00.

Activity-based intervention

Bricker, D., Veltman, P., & Munkres, A. (1995). Baltimore, MD: Paul Brookes. This practical video illustrates how activity-based intervention can be used to turn everyday events and natural interactions into opportunities to promote learning in young children of all abilities. Visual examples, suitable for preservice or inservice use, introduce ways to use daily activities to maximize growth and development. Cost: $39.00.

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For ordering information, please see the Source List on page 119.

All kids count: Child care and the Americans with Disabilities Act (ADA)

Doggett, L., & George, J. (1993). Arlington, TX: The Arc. This book was developed as a guide to inform the child care industry about the law and to familiarize child care providers with the importance and value of including all children in regular child care settings. Vignettes about different children are offered, which could easily be used in training. Stock No. 30-17. Cost: $11.00 includes shipping & handling.

Assessing and fostering the development of a first and a second language in early childhood: Training manual

Child Development Division, California Department of Education. (1998). Sacramento: California Department of Education. This manual is designed to help train students, staff, and parents who work with young children to assess and foster language development in children from many ethnic backgrounds. Within the context of a preschool program, team members demonstrate and describe a 6-step sequence through which they gather information, engage the participation of family members, and adjust curriculum to support young language learners. It is designed to be used with a companion resource guide (Assessing the development of a first and a second language in early childhood: Resource guide) and video (*Observing preschoolers: Assessing first and second language development*). Also provided are masters for overheads, handouts, and evaluation forms. Cost: Training Manual ($19.00); Resource Guide: ($10.75); Video ($12.00).

Best beginnings: Helping parents make a difference

Hussey-Gardner, B. (1999). Palo Alto, CA: VORT Corporation. Here's a tool to help families of children 0-3 and practitioners to communicate about and work together in five key developmental areas: cognition, language, motor, social-emotional, and self-help. Key questions, convenient tracking charts, and reproducible handouts are all provided in an easy-to-use format. Cost: $49.95.

Blueprint for action: Achieving center-based change through staff development

Bloom, P.J., Sheerer, M., & Britz, J. (1991). Beltsville, MD: Gryphon House. This book details a comprehensive method for analyzing the different components of a child-serving program with an eye toward increasing effectiveness. It also has terrific resources for assessing organizational and individual needs, implementing plans for staff development, evaluating programs (and improvements), and preparing staff/students to do the same. Cost: $28.95.

Brain power curriculum

Pacific Science Center, Brain Power Program. (1993). Seattle, WA: Author. This curriculum was designed to increase the knowledge of middle school students about the brain and the way it works. It includes fun, easy, interactive activities for learners of many ages (e.g., building a brain out of instant potato flakes) that illustrate brain functioning, complexity and potential. Cost: $15.00.

For ordering information, please see the Source List on page 119.

Building your baby's brain: A parent's guide to the first five years

Dodge, D.T., & Heroman, C. (1999). Washington, D.C.: Teaching Strategies, Inc. This booklet meets several of our favorite criteria: it's clearly-written, grounded in research, great for sharing information with families (or modeling how students can do the same). Topics include touching your baby, talking and listening, sharing books together, art, music and math, moving and doing, relating to others, and playing. Single copies are FREE in English and in Spanish from the U.S. Department of Education (1-877-4ED-Pubs) while supplies last.

Caring for infants and toddlers in groups: Developmentally appropriate practice

Lally, J.R., Griffin, A., Fenichel, E., Segal, M., Szanton, E., & Weissbourd, B. (1995). Washington, DC: ZERO TO THREE/The National Center. Designed to increase recognition of the special knowledge and skill needed to offer quality care to very young children, this publication highlights examples of appropriate and inappropriate caregiver responses, stories illustrating day-to-day experiences, and other resources for teaching and training. Request item #126. Cost: $17.00.

Child care and the ADA: A handbook for inclusive programs

Rab, V.Y., & Wood, K.I. (1995). Baltimore: Paul Brookes. Designed for educators and administrators in child care settings, this how-to guide offers a straightforward discussion of the Americans with Disabilities Act (ADA) and including children with disabilities in community programs. Specific strategies for understanding the regulations, making appropriate changes to comply with the ADA, preparing staff to work with children with disabilities and their families, locating community support, and much more are illustrated through case studies, resource lists and other instructional resources. Cost: $25.95.

The creative curriculum for early childhood

Dodge, D.T., & Colker, L.J. (1996). (3rd Ed.). Washington, DC: Teaching Strategies, Inc. This child development-based curriculum offers ideas for creating effective learning environments for preschool and kindergarten children using interest areas. Including children with disabilities and connecting early play to later academic success are some of the new features of this third edition. The companion Guide for Supervisors and Trainers provides extensive guidance for training, technical assistance, and supervision related to implementing the curriculum. Costs: $39.95 (curriculum); $29.95 (supervisors and trainers guide).

The creative curriculum for infants & toddlers

Dombro, A.L., Colker, L.J., & Dodge, D.T. (1997). (Rev.). Washington, DC: Teaching Strategies. Here's a well-organized framework for planning infant and toddlers programs in both family and center settings. Relationships among children, family members, caregivers, and the community form the basis for sections on planning, routines, and activities. Practical approaches to guiding behavior, individualizing, and evaluating are also included. The companion *Trainer's Guide* provides extensive guidance for training, technical assistance, and supervision related to implementing the curriculum. Cost: $34.95 (curriculum); $27.95 (trainer's guide).

For ordering information, please see the Source List on page 119.

DEC recommended practices: Indicators of quality in programs for infants and young children with special needs and their families

Division for Early Childhood, Council for Exceptional Children. (1993). Reston, VA: Division for Early Childhood, Council for Exceptional Children. Document includes recommended practices in assessment, family participation, IFSPs/IEPs, service delivery models, general curriculum and intervention strategies, discipline-specific interventions, transition, personnel competence, program evaluation and programs for children who are gifted. Stock No. D417. Cost: $20.00.

Developmentally appropriate practice in early childhood programs

Bredekamp, S., & Copple, C. (Ed.). (1997). (Rev. ed.). Washington, DC: National Association for the Education of Young Children. This book, intended for use by teachers, administrators, parents, policymakers, and others involved with programs serving young children provides well-grounded information that can serve multiple uses in training, program design, and program evaluation. Cost $9.00. Request item #234.

Early care, education, and family support: New Mexico's best practices: Essential elements of quality

Turner, P., Rivera, O., Dudley, M., & Stile, S. (1999). Farmington, NM: San Juan College. The purpose of these materials is to assist early childhood programs in moving toward quality with special attention to cultural and linguistic diversity. The written manual includes guiding principles and a solid research base for quality indicators in the following areas: family and community collaboration; child growth, development and learning; health, safety, and nutrition, developmentally appropriate content; learning environment and curriculum, assessment; and professionalism. An accompanying video (*Conducting a self-assessment for best practices*) provides directions for how programs can use the quality indicators to assessment current program status and create priorities for change. Cost: $30.00 (binder); $7.50 (self-assessment); $5.00 (video); $40.00 (complete set). Prices do not include shipping and handling.

Emerging literacy: Linking social competence to learning

Head Start Publications Management Center. (1999). Washington, DC: Author. This set of resources includes definitions, content, activities, handouts, resources, appendices, and ideas for continuing professional development. Trainer preparation notes throughout the document cue teachers/trainers in using the materials effectively. Four complete modules address emerging literacy, language-literacy links, the world of reading, and literacy experiences. Cost: Download at http://www.hskids-tmsc.org/publications/tg_elit/cont_21.htm.

Ethics and the early childhood educator: Using the NAEYC code

Feeney, S., & Freeman, N.K. (1999). Washington, DC: National Association for the Education of Young Children. This book seeks to inform, not prescribe, answers to tough questions that practitioners face as they work with children and families. As instructional materials, the well-chosen examples and questions could serve to clarify key points about ethical conduct and decision making and stimulate reflection and discussion on critical issues related to daily service delivery. Cost: $8.00.

For ordering information, please see the Source List on page 119.

Extraordinary play with ordinary things: Make-it-yourself, do-it-yourself activities that encourage your child's development

Sher, B. (1994). Whitethorn, CA: Bright Baby Books. As we move into serving all children within natural environments, increased emphasis is being placed on using naturally occurring materials. This book, written by a very creative occupational therapist, offers over 700 ideas for how to use ordinary objects to support development and play. Cost: $10.95

Family-guided activity-based intervention for infants & toddlers

Cripe, J.J.W. (1995). Baltimore, MD: Paul Brookes. This 20-minute videotape illustrates strategies through which parents and other caregivers can take advantage of natural learning opportunities. The narration and examples are very clear and provide supplemental materials for training audiences that include family members, professionals, and paraprofessionals. Cost: $37.00.

Financing family-centered infant child care

Pizzo, P.D. (1992). Arlington, VA: ZERO TO THREE/National Center for Clinical Infant Programs. This paper concentrates on existing sources of funds and ways to combine or "piece" them together. Order No. 15833. Cost: $5.00 includes shipping & handling.

The first years last forever

I Am Your Child/Early Childhood Public Engagement Campaign. (1997). New York: Author. The new research in brain development tells us of the vital importance of the relationship between caregiver and child in the critical first years of life. This 30-minute videotape describes opportunities for helping children to reach their full potential through attention to bonding and attachment, communication, health and nutrition, discipline, self-esteem, child care and self-awareness. Also available in Spanish (*Los primeros años marcan para siempre*). Cost: $5.00 (covers postage and handling).

Giving our children the best: Recommended practices in early childhood special education

Teaching Research Division, Western Oregon State College. (1996). Monmouth, OR: Author. This 18-minute videotape is a useful resource for personnel working in early education programs. Mentions and describes research and values bases for developmentally appropriate practice and other quality features of early childhood programs, including family-centeredness, integration of related services, and transition planning. Good footage of assessments and other interactions in natural settings, and footage of and advocacy for a consultative model for the delivery of related services. Students in any discipline serving young children could benefit from this videotape. Cost: $40.00.

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For ordering information, please see the Source List on page 119.

Group care

Center for Child and Family Studies. (1995). Sacramento, CA: California Department of Education. This module is actually a set of integrated materials including two print resources (*Infant/toddler caregiving: A guide to routines and Infant/toddler caregiving: A guide to setting up environments*), four videos (*It's not just routine, Respectfully yours, Space to grow, Together in care*), and a Trainer's Manual. Based on current theory and practice, these materials are clearly organized in lesson plans that can be covered in 45 minutes or more. Each lesson plan includes an overview, key concepts in culturally competent child care, materials, activity sheets, handouts, overheads, discussion questions, and options for further exploration. *Available in Spanish and Mandarin.* Cost: Print material: $12.50 plus sales tax. Videos: $65.00 each plus sales tax. Trainer's manual: $20.00 plus sales tax. Entire set (3 vidoes, Curriculum guide, and trainer's manual): $199.00.

Guide to audiovisual training materials for home vistors and Guide to written training materials for home visitors.

Wasik, B.H., Thompson, E.A., Sheaffer, L., & Herrmann, S. (1997). Chapel Hill: Center for Home Visiting, University of North Carolina. The resources in these two companion volumes (written training materials and video training materials) were reviewed and compiled by the University of North Carolina's Center for Home Visiting. In addition to basic ordering information and a capsule description, each annotated entry contains information about the content, presentation/organization, and quality. Cost: $16.00 each.

Hear to listen & learn: A language approach for children with ear infections

Medley, L.P., Roberts, J.E., & Zeisel, S.A. (1995). Baltimore, MD: Paul H. Brookes Publishing Co., Inc. This 20-minute videotape shows how to recognize the behavioral signs that children with ear infections often exhibit and offers strategies for fostering children's language learning. Ear infections are so common with young children that this tape describing classroom modifications and intervention practices that promote learning and language could be a valuable training resource. Cost: $42.00.

Home visiting: Recent program evaluations

(1999, Spring/Summer), *The Future of Children*, 9(1), 1-223. Los Altos, CA: The David and Lucile Packard Foundation. This publication summarizes the results of recent evaluations of six key home visiting models (Hawaii's Health Start, Health Families America, The Nurse Home Visiting Program, Parents as Teachers, The Home Instruction Program for Preschool Youngsters, and The Comprehensive Child Development Program). This could be a great resource for helping students discerns differences and quality features of home-based programs serving young children and families. Cost: Available online at www.futureofchildren.org.

How am I doing? A self-assessment for child caregivers

Carney, I. (1993). Norge, VA: Child Development Resources, Inc. This thorough yet easy to use instrument provides a systematic way of looking at specific skills that may be needed during the normal routine of a caregivers day. Designed to help caregivers see that many of the skills needed for working with children with disabilities are the very same skills they use to provide developmentally appropriate child care for all children, the instrument can be used to help plan appropriate activities for skill development. Stock No. CDR93K. Cost: $18.00.

For ordering information, please see the Source List on page 119.

Infant/toddler caregiving: A guide to social-emotional growth and socialization

Program for Infant Toddler Caregivers, California Department of Education. (1990). Sacramento, CA: Author. This guide is intended to offer caregivers information, based on current theory, research, and practice, for use in supporting the social and emotional development of infants and toddlers in center-based and home-based programs. Readings, checklists, questionnaires, and additional resources are clearly presented and easy to use. This guide can also serve as a companion to the videos *First moves: Welcoming a child to a new caregiving setting, Flexible, fearful, or feisty: The different temperaments of infants and toddlers,* and *Getting in tune: Creating nurturing relationships with infants and toddlers.* Cost: $12.50.

Investing in our children: What we know and don't know about the costs and benefits of early childhood interventions

Karoly, L.A., Greenwood, P.W., Everingham, S.S., Houbé, J., Kilburn, M.R., Rydell, C.P., Sanders, M., & Chiesa, J. (1998). Santa Monica, CA: RAND. In early 1997, RAND was approached by the "I Am Your Child" Early Childhood Public Engagement Campaign to conduct an independent, objective review of the scientific evidence available on early childhood interventions. This document summarizes the findings in terms of benefits to children and parents and savings to the government and society in general. This is a great resource for sparking or fueling debates and discussions of efficacy and alternatives to intervention. Cost: FREE on the web at http://www.rand.org/publications/MR/MR898/.

Language is the key

Cole, K. (1999). Seattle, WA: Washington Research Institute. Preservice and inservice audiences can discover strategies for increasing language and building language/literacy skills with children (0-4) through these materials. The set, which is available in English, Spanish, and Korean, includes two 20-minute videos (*Talking and play, Talking and books*). An accompanying manual includes handouts, agendas, and other resources to support effective use of the videos, along with suggestions for enhancing cultural sensitivity, using interpreters/translators, and coaching others in skill development. Cost: $95 (includes two videos and manual). NOTE: The developers will loan a set for duplication upon request.

Leadership in early care and education

Kagan, S.L., & Bowman, B.T. (Eds.) (1997). Washington, DC: National Association for the Education of Young Children. From the perspectives of diverse leaders in the field of early care and education come the chapters of this volume. By endeavoring to define leadership (Section 1), offer frameworks for considering leadership (Section 2), examine leadership from diverse perspectives (Section 3), and identify new paths for leadership development (Section 4), this book provides readings to engage and inspire both students and practitioners. Cost: $10.00 (includes postage and handling).

Learning and development

Center for Child and Family Studies. (1995). Sacramento, CA: California Department of Education. This module is actually a set of integrated materials including one print resource (*Infant/toddler caregiving: A guide to cognitive development and learning* and *Infant/Toddler caregiving: A guide to language development and communication*), four videos (*The ages of infancy, Discoveries of infancy, Early messages, and Together in care*), and a Trainer's Manual. Based on current theory and practice, these materials are clearly organized in lesson plans that can be covered in 45 minutes or more. Each lesson plan includes an overview, key concepts in culturally competent child care, materials, activity sheets, handouts, overheads, discussion questions, and options for further exploration. Cost: Print material: $12.50 plus sales tax. Videos: $65.00 plus sales tax. Trainer's manual: $20.00 plus sales tax.

Let's prevent abuse: A prevention handbook for early childhood professionals and families with young children with special emphasis on the needs of children with disabilities

PACER Center. (1990). Minneapolis, MN: Author. The materials included in this publication could be used to talk with children, families, and personnel about abuse (how to recognize it, how to talk about it, how to report it, how to prevent it). Sections describing additional materials, from coloring books to videotapes, are included. Cost: $10.00.

Looking in, looking out: Redefining child care and early education in a diverse society

Chang, H.N., Muckelroy, A., & Pulido-Tobiassen, D. (1996). San Francisco: California Tomorrow Publication. This thought-provoking monograph delineates five key principles (e.g., work in partnership with parents to respond to isses of race, language and culture) for providing quality child care in our diverse society. A chapter is devoted to each principle, and includes a discussion of the importance, and strategies and challenges for implementation. Cost: $27.00.

NCCIC Internet guide: How to access child care information on the Internet

National Child Care Information Center. (1997). Vienna, VA: Author. This guide was developed to broaden communication with and among members of the child care community. The focus is on information and resources that are available on the World Wide Web. An introductory section provides guidance on Internet features, including searching, e-mail, LISTSERVs, and gopher sites. The publication is updated regularly and may be copied from the web at no charge. Imagine the ways you could use such a resource to structure assignments for students on locating and securing resources for families? Cost: FREE on the Internet at http://nccic.org.

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For ordering information, please see the Source List on page 119.

Observing preschoolers: Assessing first and second language in early childhood: Video, resource guide

(See *Assessing and fostering the development of a first and a second language in early childhood: Training manual* on page 20.)

Parent-infant communication

Schuyler, V., & Sowers, J. (1985).(4th ed.) Portland, OR: Hearing and Speech Institute. Here's a family-centered curriculum of listening and communication skills development for children, birth to four years of age, with hearing loss or language delay. It's divided into three sections: materials for use with children (objectives, landmarks, and activities, all of which are keyed to family involvement); materials for families; and materials for students/practitioners. Cost: $55.00.

Pathways to teaching: A guide for beginning early childhood teachers

Peacock, L., & Johnson, W. (1996). Dubuque, IA: Kendall/Hunt Publishing Company. This resources is designed to provide beginning teachers with information and experiences that develop teaching skills and build confidence. Activities and worksheets promote active learning about early childhood environments and programs for students in child development and early childhood education. Could also be used for inservice training of paraprofessionals or early childhood teachers. Cost: $30.95.

Prime times: A handbook for excellence in infant and toddler programs

Greenman, J., & Stonehouse, A. (1996). St. Paul, MN: Redleaf Press. This is a practical and well-researched look at how child care programs can support early brain development and learning by structuring quality programs. Along with practical guidance, checklists, and scenarios, each chapter includes exercises to support thinking and learning. Cost: $29.95.

The project approach catalog 2

Project Approach Study Group. (1998). Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. This resource offers a variety of examples of Project Approach to supporting the learning of preschool and primary school children. Background on project work, examples of projects from around the world, internet resources, and implemention resources are incluced. Cost: $10.00. Available online at http://ericps.crc.uiuc.edu/eece/pubs/books/projcat2.html.

Promoting change in state policy decisionmaking on quality infant/toddler child care and Head Start services: Study of a technical assistance forum

Griffin, A., & Fiene, R. (1991). Arlington, VA: ZERO TO THREE/National Center for Clinical Infant Programs. Includes ideas for increasing opportunities for child care personnel to participate in training. Item No. 233. Cost: $4.00.

Protective urges

California Department of Education. (1995). Sacramento, CA: Author. In this videotape, caregiving and support for the development of very young children is explored from family and provider perspectives. In useful terms, parents speak condidly about their concerns, caregivers discuss ways to provide assistance, and both groups work out conflicting feelings about caregiver/child relationships. Part of the *Culture, family and providers* module described on page 17. *Available in Spanish and Chinese.* Stock No. 1270. Cost $65.00.

Quality child care: Making the right choice for you and your child

I Am Your Child/Early Childhood Public Enagagement Campaign. (1998). New York: Author. This extremely high quality tape, narrated by Maria Shriver, provides clear, useful guidelines for evaluating center-based, family-based and in-home options. Brain development, the importance of early relationships, developing ongoing relationships with providers, the trauma of starting child care, responding to the needs of individual children, and working with employers are among the topics covered clearly and effectively. Cost: $5.00.

Rearview mirror: Reflections on a preschool car project

Beneke, S. (1998). Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. This publication documents one master teacher's experiences with using a project approach to support the learning of young children. Cost: $10.00; selected portions of this document appear online at http://ericps.crc.uiuc.edu/eece/pubs/books/projcat2.html.

Reflecting children's lives: A handbook for planning child-centered curriculum

Curtis, D., & Carter, M. (1996). Saint Paul, MN: Redleaf Press. This publication provides some new approaches that encourage practitioners to reconsider their ideas about scheduling, observation, play, materials, space, and emergent themes for infants, toddlers, and young children. Charts, assessment tools, and notetaking spaces can be used for teaching, training, or implementation. Cost: $21.95.

For ordering information, please see the Source List on page 119.

Rethinking the brain: Early childhood brain development presentation kit

Families and Work Institute. (1998). New York: Author. This kit translates the groundbreaking report *Rethinking the Brain* into a set of materials designed for a broad array of audiences. Included in the kit are a Presentation Guide (key points, sample script, suggestions for tailoring presentations for specific audiences), set of 37 full color transparencies, and CD-ROM (contains disk files of the Presentation Guide and transparencies). Cost: $205.00 (includes postage and handling).

Rethinking the brain: New insights in to early development

Shore, R. (1997). New York: Families and Work Institute. Researchers and practitioners from fields as diverse as neurobiology, education and human services are developing new insights into early childhood development, especially that of the brain. This report, based on proceedings from a groundbreaking conference on the topic in 1996, summarizes this growing body of information and explores its profound implications for future early childhood research, policy, and practice. Supplemental pages describe strategies for sharing this content with diverse audiences. Cost: $25.00.

School-Age Care Environment Rating Scale (SACERS)

Harms, T., Jacobs, E.V., & White, D.R. (1995). Williston, VT: Teacher's College Press. Based on research evidence, professional criteria, and common knowledge, this scale provides an easy to use resource for defining high-quality care and assessing levels of quality in child care programs. Seven categories, including considerations for children with special needs, are covered. The SACERS could easily be used as a training tool, in conjunction with self-assessment, program improvement, or quality monitoring. Cost: $8.95.

Small wonders: Early brain development

National Center for Family Literacy. (1998). Louisville, KY: Author. Here's a 12-minute video that distills to a simple form the latest information from brain research. By following a child and caregiver through typical routines and illustrating brain development through ordinary activities, this tape provides a concise, inexpensive professional development tool for multiple audiences. The opening segment on neurobiology is clear and concise, and the segment on windows (critical periods) for development is nicely done. Cost: $15.00.

SMALLTALK: Creating conversations with young children

Goldman, B. D., Roberts, J. E., & Nychka, H. B. (1991). Chicago,IL: Riverside Publishing Company. This series of six videotapes illustrates how daycare providers, preschool teachers, and other early childhood specialists can help infants and young children, including those with special needs, develop the skills necessary to interact and communicate successfully. Stock No. 922005. Cost: $206.00 (complete series with 6 videotapes and brochures in a box).

For ordering information, please see the Source List on page 119.

Social-emotional growth and socialization

Center for Child and Family Studies. (1995). Sacramento, CA: California Department of Education. This module is actually a set of integrated materials including a print resource (*Infant/toddler caregiving: A guide to social-emotional growth and socialization*), three videos (*First moves, Flexible, fearful, or feisty,* and *Getting in tune*), and a Trainer's Manual. Based on current theory and practice, these materials are clearly organized in lesson plans that can be covered in 45 minutes or more. Each lesson plan includes an overview, key concepts in culturally competent child care, materials, activity sheets, handouts, overheads, discussion questions, and options for further exploration. Cost: Print material: $12.50 plus sales tax. Videos: $65.00 plus sales tax. Trainer's manual: $20.00 plus sales tax.

Start now!
Parents can be their child's best and most important teachers

El Valor. (1998). Chicago: Author. Using culturally diverse family members and illustrations, this video shows how parents and other care providers can assist with brain development through reading, communication, music and play every day. The tape may be viewed either **in Spanish** (first half) or in English (second half). Cost: Free with written explanation of how material will be used.

Stepping up: Financing early care and education in the 21st century

Ewing Marion Kauffman and David and Lucile Packard Foundations. (1999). Washington, DC: National Association of Child Advocates. This series of four papers commissioned for a working meeting (*Making It Ecomonically Viable: Financing Early Care and Education*) offer new insights about the challenges and opportunities associated with instituting new financing strategies on behalf of early childhood education. The questions raised, ideas debated, and next steps suggested could be thought provoking for students or practitioners. Cost: Free.

Talking with preschoolers

Child Development Division, California Department of Education. (1998). Sacramento: California Department of Education. This videotape is designed to help preschool team members and family members to develop skills and strategies for meeting the needs of culturally and linguistically diverse children. The tape is organized in short segments on different aspects of language, listening, and literacy development, suitable for introducing key concepts. A companion print resource (*Fostering the development of a first and a second language in early childhood: Resource guide*) offers additional material for teaching, training, and staff development. Cost: Video ($12.00). Resource Guide ($10.75).

Ten things every child needs

Robert R. McCormick Foundation. (1997). Chicago, IL: Author.*Interaction. Loving touch. Stable relationships. Safe, healthy environments. Self esteem. Quality child care. Play. Communication. Music. Reading.* This very inexpensive 1-hour videotape offers simple, well-supported suggestions for parents, teachers and child care providers that can help children develop social, emotional and intellectual skills. The tape's examples provide a great marriage between theory (research findings) and practice (applications to daily interactions with young children). Cost: $12.00.

For ordering information, please see the Source List on page 119.

Tips for teaching infants and toddlers

Weil, C., D'Amato, E., Benson, D., & Cagan, F. (1998). Vero Beach, FL: The Speech Bin. This book provides multisensory, interdisciplinary activities that provide infants and toddlers with abundant opportunities to see, hear, feel, manipulate, smell, experience, and interact with their world. A great resource for helping students develop themes and activities and some new ideas for practitioners. Cost: $39.95.

What's best for infants and young children?

Brault, L, & Chasen, F. (Eds.) (1997). San Diego, CA: United Cerebral Palsy Association. This guide provides a resource for families, professionals and others who are interested in improving services and programs for infants and young children in their community. Self-assessments and examples of recommended practice could be used for program evaluation, teaching or training. Cost: $12.00. Ask for CoCoSer Best Practice Guide.

For ordering information, please see the Source List on page 119.

Evaluation/Assessment

This section includes resources for training others in gathering and sharing child and family information.

Primary Resources

Evaluation and assessment of infants and toddlers: Creating family-centered, developmentally appropriate evaluations

Mimi A. Graham

These materials are designed to convey to individuals involved in the screening, evaluation, and/or assessment of infants and toddlers information for creating family-centered, developmentally appropriate, multidisciplinary evaluation systems at the community level. The *Instructor's Guidebook* is thorough and well-organized, offering sections on "Preparation for Training," "Competencies and Best Practices," "Creating Family-centered Evaluations," "Options for Assisting Families," "Multicultural Competencies," "Enhancing Teamwork," "Review of Instruments," "Alternative Evaluation/Assessment Processes," "Integration of Competencies," "Best Practices and Teamwork," and "Implementing Change." Pre- and post-tests for participants are provided, along with forms for evaluating the training. Overheads are provided, and forms for participants are included in each *Participant's Manual*.

1993 **Print** **$25.00 Instructor's Guidebook**
$2.00 Participant's Handbook

Level of Impact: Awareness/Knowledge

Center for Prevention and Early Intervention Policy Studies
1118B Thomasville Road
Tallahassee, FL 32303
Phone (850) 922-1300 Fax (850) 922-1352
Web: www.cpeip.fsu.edu

First years together: Involving parents in infant assessment

Project Enlightenment

This 19-minute videotape accomplishes several purposes. It provides parent perspectives on what they like and do not like about assessment procedures. It demonstrates professionals collaborating with parents in formal and informal assessment situations. It also demonstrates using assessment as an opportunity to plan interventions and support parent strengths and accomplishments.

1989 **Videotape** **$35.00 plus 15% shipping & handling**

Level of Impact: Awareness/Knowledge

Project Enlightenment
Publications
501 S. Boylan Avenue
Raleigh, NC 27603
Phone (919) 856-7774 Fax (919) 508-0810

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For ordering information, please see the Source List on page 119.

Joining forces: Early childhood team assessment

Gina Guarneri, Ann Carr, & Linda Brekken

These training materials are designed to assist early education programs in efforts to develop and implement a transdisciplinary team assessment model. The videotape (19-1/2 minutes) provides examples of transdisciplinary team assessment models which would be illustrative for preservice or inservice audiences, followed by discussion about how the examples might be even better. The discussion guide delineates key points and activities, and provides handouts.

1989 **Videotape with print discussion guide** **$30.00 (Item 514)**

Level of Impact: Awareness/Knowledge

Resources in Special Education (RISE)
Sonoma State University
1801 East Cotati Avenue
Rohnert Park, CA 94928-3609
Phone (707) 206-0533, Ext. 103 Fax (707) 206-9176

Transdisciplinary arena assessment process: A resource for teams

Child Development Resources, Inc.

This 43-minute color videotape demonstrates a six-step family-centered transdisciplinary approach to arena assessment and IFSP development. The accompanying viewing guide provides an overview of the transdisciplinary approach, a summary of the six steps of the process as applied by CDR, as well as supporting activities and supplemental materials.

1992 **Videotape with print viewing guide** **$165.00 (videotape and viewing guide), Stock No. CDR91E**

Level of Impact: Awareness/Knowledge

Child Development Resources (CDR)
150 Point O' Woods Road
Norge, VA 23127-1280
Phone (757) 566-3300 Fax (757) 566-8977

Supplemental Resources

Breaking the news

Institute for Families of Blind Children. (1990). Los Angeles: Author. This 15-minute videotape was developed for physicians but has application to interdisciplinary training audiences. It handles the content of sharing difficult diagnostic information sensitively and is a treasure at $10.00.

Child observation techniques

Drake, A., & Kubetz, D. (1994). Glen Ellyn, IL: Office of Instructional Design, College of DuPage. This 27-minute videotape offers visual samples, guided practice, and feedback leading to the development of basic skills for observation. The examples that are provided for both toddlers and infants are not discipline-specific, and would be suitable for training of interdisciplinary paraprofessional and professional audiences. Cost: $79.95.

Communication with preverbal infants and young children

University of Colorado Health Sciences Center, School of Nursing. (1990). Lawrence, KS: Learner Managed Designs, Inc. This set of materials includes a videotape, index of test items (for pre- and post-test), master copy of test items for reproduction, answer key and user's manual. Stock No. 1009. Cost: $198.00 (videotape, manual, test packet).

Cultural and linguistic diversity and IDEA: An evaluation resource guide

NEW IN THE NINTH

Center for Innovation in Special Education (CISE). (1999). Columbia, MO: Author. In response to Missouri's growing cultural and linguistic diversity, this publication addresses key cultural considerations in evaluation and assessment. Nice resource sections range from professional organizations to home language surveys in eight languages. Cost: Free copies are available for loan (LP 12278) from the Center for Innovations in Special Education. The document is also available on the web at http://tiger.coe.missouri.edu/~mocise/ under the publications section.

Early infant assessment redefined

Pathways Awareness Foundation. (1992). Chicago, IL: Author. This video is a longer version of *Is my baby OK?* and offers good teaching/training material in the areas of honoring family concerns about child development, family-centered interactions, and recognizing milestones of physical development. Cost: $24.95.

For ordering information, please see the Source List on page 119.

First years together: A curriculum for use in interventions with high risk infants and their families

Hornak, R.T., & Carothers, L.H. (1989). Raleigh, NC: Project Enlightenment. Designed to provide sensitive opportunities to acquaint parents with their infant's characteristics through formal and informal assessments, this compilation provides lots of good information about infant/toddler development and praise/encouragement for families. Cost: $20.00.

Improving the post-assessment process: Families and teams together

Moore, S., Ferguson, A., & Eiserman, W. (1995). Boulder, CO: Department of Communication Disorders and Speech Science, University of Colorado at Boulder. This videotape integrates comments from family members and professionals as support for developing family-centered approaches to post-assessment information sharing and service planning. The tape is well-organized and useful for integrating with other training activities. Cost: $10.00 plus postage.

Increasing family participation in the assessment of children birth to five

Crais, E.R. (1994). Chicago, IL: Applied Symbolix. These materials (workbook and six audiotapes) share information and strategies related to facilitating active participation by all caregivers in planning, conducting, analyzing, reporting, and interpreting assessment activities and results. They provide an overview of the main issues within each of six sections, detailed handouts within the manual with examples or references, and audio examples. Designed for self-study, the examples could be easily be adapted for use in preservice or inservice training. Stock No. 9-22679. Cost: $59.00.

Infant motor development: A look at the phases

Goudy, K., & Winger, J. (1988). Tuscon, AZ: Therapy Skill Builders. This set of materials includes a videotape, instructor's booklet and a pre-/post-test format. Cost: $69.00 plus shipping & handling.

Informed clinical opinion

Biro, P., Daulton, D., & Szanton, E. (1991, December). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center, NECTAS, *nectas Notes, Number 4*. This document does a nice job of clearly describing what informed clinical opinion means in the context of Part H and how it affects the determination of eligibility. Cost: $2.00.

For ordering information, please see the Source List on page 119.

Is my baby OK? (¿Está bien mi bebé?)

Pathways Awareness Foundation. (1993). Chicago, IL: Author. The first half of this video shows interactions between parents with developmental concerns about their children and physicians who are not concerned. These vignettes are great training examples for good and better and leave plenty of room for role-playing best interactions. The second half shows two different six-month old infants, one with typical motor skills and one with delayed motor skills, which could be used to develop observation and description skills. Cost: $9.95.

New visions for the developmental assessment of infants and young children

Meisels, S.J., & Fenichel, E. (Eds.). (1996). Washington, DC: ZERO TO THREE/National Center for Clinical Infant Programs. A clear and current rethinking of the key issues from five perspectives that include family perspectives, cultural considerations, information gathering strategies, and policy considerations. Stock No. 135. Cost: $35.00.

Non-biased assessment of the African-American child

Wyatt, T. (1995). Layton, UT: Ladnar Media Group. This 62-minute videotape synthesizes current research, nonbiased assessment approaches, and clinical considerations specific to the language development of African-American children. Factual information covered includes differences in learning and communication styles,and differences between children from urban and rural settings. While some child language samples are provided, the majority of the film is in a lecture format, so skilled trainers may want to alternate didactic videotape segments with complimentary, interactive learning activities. Cost: $58.90.

Screening and assessment: Guidelines for identifying young disabled and developmentally vulnerable children and their families

Meisels, S.J., & Provence, S. (1989). Arlington, VA: ZERO TO THREE/National Center for Clinical Infant Programs. This document focuses on the rationale, core components, and guidelines for establishing a system for screening and assessing young children with disabilities. Stock No. 07. Cost: $8.00.

Technical assistance document for the category of developmentally delayed and use of professional judgment

New Mexico State Department of Education. (1999). Albuquerque,NM: Early Childhood Network, Center for Development and Disabilities. This resource includes a series of questions to guide professional judgement decisions, definitions of the components of the process of professional judgement, steps in the professional judgement decision-making process, guidelines for professional judgement decision-making, and additional considerations (service provision, monitoring considerations, exit criteria). Three case studies offer additional material for supporting teaching and training. Cost: FREE while supplies last.

For ordering information, please see the Source List on page 119.

Transdisciplinary play-based assessment

Linder, T.W. (1993). Baltimore, MD: Paul Brookes. This monograph, companion to *Transdisciplinary Play-Based Intervention*, offers creative strategies for gathering information about young children (0–6) using natural play interactions. The book contains observation guidelines and worksheets for identifying a child's strengths, needs and areas of concern in cognitive, socio-emotional, communication-language and sensorimotor domains. Cost: $41.95.

For ordering information, please see the Source List on page 119.

Family-Professional Collaboration

This section lists materials for assisting individuals and programs in movement toward family-centered practices and effective collaboration.

Primary Resources

Brass tacks: Part I—Program policies and practices Part II—Individual interactions with families

P. J. McWilliam & Pamela J. Winton

Instruments designed to assist groups (interdisciplinary professionals, family members, administrators) or individual professionals who have regular contact with families. The instruments help to determine the extent to which their interactions, practices, and policies are family-centered and to identify specific areas for change. Using a facilitated self-rating process, the instruments can be used to facilitate examination of early intervention practices in four key areas: "First Encounters with Families," "Identifying Goals for Intervention (Child and family assessment)," " Intervention Planning for Children and Families," and "Day-to-day Service Provision." Structures and strategies are also provided for prioritizing and tracking program or individual movement toward more family-centered practices. Companion instruments for obtaining families' reactions (*The Family Report* and *The Family Report-nicu* are available, as well as a *Brass Tacks-nicu* version.

1992 **Print** **$10.00**
Level of Impact: Awareness/Knowledge
FPG Child Development Center
Publications Office
CB #8185, UNC Campus
Chapel Hill, NC 27599-8185
Phone (919) 966-4221 Fax (919) 966-0862
Email: pubs@mail.fpg.unc.edu Web: www.fpg.unc.edu

Building parent/professional collaboration: Facilitator's guide

Project Copernicus, Kennedy Krieger Institute

This training program is one in a series (Train the Trainer Series in Family-Centered Service Delivery) designed to address key issues in family-centered care. This particular resource is designed for sessions in which both parents and professionals are participating. The overall format is specific and detailed in outlining the "how to's" and offers all materials necessary for each of nine activities (defining collaboration, building mutual trust and respect, clarifying roles and expectations, communicating, problem solving and conflict resolution strategies, and specific steps to strengthen relationships between parents and professionals. A structured, step-by-step guide provides facilitators with the purpose, time required, learning strategies, and specific materials needed for each activity, but allows for individualized applications of the materials.

1992 **Print** **$12.00**
Level of Impact: Awareness/Knowledge
Pathfinder Resources, Inc.
2324 University Avenue West, #103
St. Paul, MS 55114
Phone (612) 647-6905 Fax (612) 647-6908

For ordering information, please see the Source List on page 119.

Delivering family-centered, home-based services

Larry Edelman

This videotape includes five vignettes, developed to be shown one at a time, followed by discussions and activities that are included in the facilitator's guide. Each illustrates what happens when service providers fail to practice family-centered principles. Roles are played by actual families and service providers, and stories are based on real-life situations. Each vignette illustrates a different theme and is organized in a manner that allows trainers to show a vignette, pause for discussion, show the "actors" reflecting on their interaction, and pause for additional discussion. Background on family-centered principles, objectives, and ideas for additional activities are also included. For many audiences they offer an opportunity to show an interaction, then invite a discussion of how the interaction might have occurred in a more family-friendly manner.

1991 **Videotape with facilitator's guide** **$98.00 plus shipping & handling**

Level of Impact: Awareness/Knowledge

Kennedy Krieger Institute
Publications
The National Training Center
2911 Biddle Street
Baltimore, MD 21213
Phone (410) 502-9773 Fax (410) 502-9766

Empowerment skills for family workers

Christiana Dean, Betsy Crane, Jean Anne Dull, & Bud Lawrence

A set of three related monographs form this comprehensive curriculum from the New York State Family Development Training and Credentialing Program. Chapters address competencies in areas that include building mutually respectful relationships with families, communication, cultural competence, home visiting, and collaboration. The *Trainer's Manual* includes enough activities, discussion questions, transparencies, and handouts for over 100 hours of interactive training sessions. The *Field Advisor's Manual* includes portfolio forms and other materials that can be used to support and supervise practica. The *Worker Handbook* provides resources, questions, and activities for extending individual learning. These are materials that could easily be used in preservice or inservice settings to develop skills and competencies necessary for effective family-professional collaboration.

1997 **Print, 3-hole punched**

Trainers Manual $32.00
Field Advisor's Manual $10.00
Worker Handbook $32.00

Level of Impact: Awareness/Knowledge/Application

Cornell Resource Center
7 Business and Technology Park
Ithaca, NY 14850
Phone (607) 255-2080 Fax (607) 255-9946
Email: Dist_Center@ccc.cornell.edu

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For ordering information, please see the Source List on page 119.

Essential interviewing, a programmed approach to effective communication

David Evans, Margaret Hearn, Mac Uhlemann, & Allen E. Ivey

This programmed text defines and demonstrates how to use a group of core communication skills essential to interview anyone.

1993 (4th edition) Print **$43.95**

Level of Impact: Awareness/Knowledge

Thomson Corporation
7625 Empire Drive
Florence, KY 41042
Phone (800) 865-5840 Fax (800) 487-8488
Web: www.thomson.com/orderinfo.html

Families, professionals and exceptionality: A special partnership

Ann P. Turnbull & H. Rutherford Turnbull, III

This classic and enduring text and its companion instructor's manual offer many activities related to family-centered practices. Each of 14 topical chapters (examples: Historical and current roles of parents, family functions, referral and evaluation) includes ideas for student projecs and class discussions, assignments and discussion questions. A course syllabus, including requirements, topical outline, weekly assignments and class project options, are also provided.

1997 Print **$52.00**

Merrill Publishing Company
Order Production Center
P.O. Box 11071
Des Moines, IA 50336
Phone (800) 922-0594 Fax (515) 284-2607

For ordering information, please see the Source List on page 119.

Family-centered communication skills: Facilitator's guide

Larry Edelman, Beth Greenland, & Bessie L. Mills

This manual contains materials and step-by-step instruction for conducting a training session on family-centered communication. The learning sequence is designed for interdisciplinary audiences and benefits greatly from the participation of parents. Activities focus on using positive language, active listening techniques, and strategies for communicating clearly and respectfully.

1992 **Print** **$15.00 includes postage & handling**

Level of Impact: Awareness/Knowledge

Pathfinder Resources, Inc.
2324 University Avenue West
Suite 105
St. Paul, MN 55114
Phone (612) 647-6905 Fax (612) 647-6908

The family focused interview

SKI HI Institute

This two-part videotape is designed to be a self-instructional program. It illustrates an interview process and skills related to communicating with families of young children with special needs.

1991 **Videotape and Workbook** **$55.00 (Request item #220)**

Level of Impact: Awareness/Knowledge

Hope, Inc.
809 North 800 East
Logan, UT 84321
Phone (801) 752-9533

A guide for embedding family information in an entry-level physical therapy curriculum

Joyce W. Sparling

Spiral bound compilation that includes goals, objectives, and strategies (with readings and overhead materials) for four courses: "Human Growth and Development," "Clinical Education 1," "Pediatrics," and "Psychiatry and Mental Health." An overall need and philosophy statement supports the serial presentation of material that emphasizes the family as the unit of health. Any one course or units within any course can be extracted and embedded into an existing curriculum. Though fairly academic in orientation, these materials might be modified for inservice application.

1992 **Print** **$15.00**

Level of Impact: Awareness/Knowledge

FPG Child Development Center
Publications Office
CB #8185, UNC Campus
Chapel Hill, NC 27599-8185
Phone (919) 966-4221 Fax (919) 966-0862
Email: pubs@mail.fpg.unc.edu Web: www.fpg.unc.edu

Heart to heart

Tacy Fullerton

In this 45-minute videotape parents and professionals discuss their roles and frustrations while exploring approaches for developing good working relationships. Objectives for viewers and activities/discussion questions are provided. This tape has been used widely for preservice and inservice training of diverse audiences with great success. When purchased, it may also be freely reproduced.

1992 **Print** **$10.00**

Level of Impact: Awareness

Barbara Wright or Wilma Cox
Kentucky Developmental Disabilities Planning Council
100 Fair Oaks Lane
Frankfort, KY 40621-0001
Phone 1-877-367-5332 or (502) 564-7842 Fax (502) 564-9826

For ordering information, please see the Source List on page 119.

Infusing family-centered practices into agency administration

Patricia Parham & Patricia McMahon

This brief but significant manual offers information intended to facilitate the use of family-centered principles within and across agencies. Its format is straightforward, offering information about the aspect of administration (i.e., governing board), providing questions about how families are (or could be) involved in that aspect of administration, and offering examples from their practice when possible. The questions could easily form the core of a team-based decision-making activity, with an accompanying plan of action or change.

1994 **Print** **$85.00**

Level of Impact: Knowledge

Project Tá-kos, Alta Mira Specialized Family Services, Inc.
P.O. Box 7040
Albuquerque, NM 87194-7040
Phone (505) 262-0801

On behalf of families: A sourcebook of training activities for early intervention

Karen C. Mikus, Rita Benn, & Deborah Weatherston, Editors

This is a collection of 25 training activities that reinforce family-centered early intervention principles and practices, with special emphasis on the development of collaborative partnerships. An overview of activities will enable trainers to quickly select among topic areas that include diversity, IFSP, professional-professional collaboration, family-professional collaboration, grief and loss, families' resources, concerns and priorities and personal responses. Each activity includes purpose, estimated times for preparation and implementation, materials, specific directions, discussion questions, training tips, activity variations and handouts. Nicely formatted and well-organized.

1994 **Print** **$28.50 (includes postage & handling)**

Level of Impact: Awareness/Knowledge

Project F.I.T
Merrill-Palmer Institute, Wayne State University
71-A East Ferry Avenue
Detroit, MI 48202
Phone (313) 872-1790

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For ordering information, please see the Source List on page 119.

Partnerships in family-centered care: A guide to collaborative early intervention

Peggy Rosin, Amy Whitehead, Linda I. Tuchman, George S. Jesien, Audrey L. Begun, & Liz Irwin

This book is organized in three interrelated sections focusing on family-centered care, team-building, and service coordination. Each chapter features a story to facilitate creative problem solving on issues raised throughout the chapter. Each chapter also features a variety of instructional aides (objectives, activities, discussion questions), skillfully interwoven with content. This resource is much more than a textbook and has broad applicability for teachers and trainers in all early intervention disciplines.

1996 **Print** **$39.95**

Level of Impact: Awareness/Knowledge

Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285-0624
Phone—(800) 638-3775 Fax—(410) 337-8539
Email: custserv@brookespublishing.com Web: www.pbrookes.com

A practical guide to embedding family-centered content into existing speech-language pathology coursework

Elizabeth Crais

This is a curriculum for graduate training program. Four modules, each designed for presentation within an hour and a half class, introduce students to current issues, beliefs, and practices related to using a family-centered approach to working with families of clients with special needs. Modules include student objectives, class outlines, suggested in- and out-of-class activities, recommended readings for instructors and students, materials for producing handouts and transparencies and alternative activities and readings. Topics include terms and issues related to working with clients with special needs and their families, working with families in the assessment process, sharing assessment information and collaboratively setting goals with families, and evaluating and influencing the extent to which services are family-centered.

1991 **Print** **$10.00**

Level of Impact: Awareness/Knowledge

FPG Child Development Center
Publications Office
CB #8185, UNC Campus
Chapel Hill, NC 27599-8185
Phone (919) 966-4221 Fax (919) 966-0862
Email: pubs@mail.fpg.unc.edu Web: www.fpg.unc.edu

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For ordering information, please see the Source List on page 119.

Practical strategies for family-centered intervention

P.J. McWilliam, Pamela J. Winton, & Elizabeth Crais

This book provides, in a down-to-earth format, practical strategies for working with families in early intervention contexts. Chapters describe strategies related to the following points of contact with families: developing initial partnerships with families; identifying family concerns, resources, and priorities; collaborating with families in assessment and evaluation; developing intervention plans; and maintaining day-to-day contact. A final chapter focuses on strategies for making changes in program and individual family-centered practices. The book is interspersed with illustrations and examples that ground the information in a real world context. Materials could easily be used in conjunction with other resources (e.g., see *Brass Tacks* on page 29), and applications to inservice training or preservice education are clear.

1997 **Print** **$34.95**

Level of Impact: Awareness/Knowledge

Singular Publishing Group
401 West A Street, Suite 325
San Diego, CA 92101-7904
Phone (800) 521-8545 Fax: (800) 774-8398
Web: www.singpub.com/

Someday's child

Lynda Pletcher

This resource is designed to stimulate a discussion of key concerns needs and hopes common to families who have young children with disabilities. Three families describe their experiences with the emphasis being on how important it is for professionals to listen and to respond to their hopes and concerns. The facilitator's guide includes a transcript of the tape interspersed with questions that could be posed to professionals and parents. This resource would be a good one to use if a training goals were to facilitate a discussion of key issues among parents and professionals.

1990 **30-minute videotape with accompanying facilitator's guide** **$250.00 plus $10.00 shipping & handling**

Level of Impact: Awareness/Knowledge

Educational Productions, Inc.
4925 S.W. Humphrey Park Crest
Portland, OR 97221
Phone (503) 292-9234 Fax (503) 292-9246

Working with families: A curriculum guide for pediatric occupational therapists

Barbara E. Hanft, Janice Burke, Margeret Cahill, Kathleen Swenson-Miller, & Ruth Humphry

This curriculum is divided into nine modules addressing issues therapists need to know about to work effectively with families who have children with special needs. Each unit contains learning objectives, discussion points including implications for practice, teaching activities, recommended readings and teaching resources. Topics addressed by the modules include "Families: System and Life Cycles," "Impact of Society on Family Functions and Services," "Culture and Ethnicity," "Providing Family-centered Care: Parent/Professional Partnerships," "Family Life: Caring for a Child with Special Needs," "Working with Families under Stress," "The IFSP Process," "Including Family Members in the Child's Assessment," and "Providing Early Intervention Services."

1992 Print **$10.00**
Level of Impact: Awareness/Knowledge
FPG Child Development Center
Publications Office
CB #8185, UNC Campus
Chapel Hill, NC 27599-8185
Phone (919) 966-4221 Fax (919) 966-0862
Email: pubs@mail.fpg.unc.edu Web: www.fpg.unc.edu

Working with families in early intervention: An interdisciplinary preservice curriculum

Pamela J. Winton

A preservice curriculum for graduate students consisting of eleven 3-hour modules or a semester-long course. Topics covered include "Developing a Rationale for an Interdisciplinary Approach to Early Intervention," "Family Theories (Systems and Life Cycle Perspectives)," "Family Adaptation (Child and Family Factors and Impact of Culture, Community and Intervention)," Developing a Rationale for an Empowering Approach to Families Models of Helping)," "Application of Principles to Practices (IFSP and the Family as Members of the Team, Collaborating with Families in Child Assessment, Identifying Family Needs and Strengths, and Family-Professional Collaboration in Goal-setting and Intervention)," "Communication Strategies for Assessment and Goal-setting," and "Service Coordination." Resource materials include teaching objectives, suggested student activities, references, and resources.

1991: Print **$15.00**
Level of Impact: Awareness/Knowledge
FPG Child Development Center
Publications Office
CB #8185, UNC Campus
Chapel Hill, NC 27599-8185
Phone (919) 966-4221 Fax (919) 966-0862
Email: pubs@mail.fpg.unc.edu Web: www.fpg.unc.edu

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For ordering information, please see the Source List on page 119.

Supplemental Resources

Beyond the grief

Kentucky Developmental Disabilities Planning Council. (1990). Frankfort, KY: Author. In this sequel to the video "Good Grief," Ken Moses expands on his theories about how each of the grieving states works and the role they play in moving beyond the loss of the "normal" child to appreciation for the child the parents actually have. Cost: $10.00 includes tax, postage & handling.

Building the healing partnership

Leff, P.T., & Walizer, E.H. (1992). Cambridge, MA: Brookline. This book is about family-professional partnerships in the context of early intervention programs. Each chapter includes a section on "Handling Things Better" with instructive vignettes that offer differing viewpoints and comparisons of similar crises that illustrate the divergent approaches of practitioners in like situations, and the subsequent impact on the partnership. Amy Whitehead recommended this book for the *Resource Guide* as the best she had found on the topic of family-professional partnerships. Cost: $24.95.

Celebrating family strengths: A curriculum for educators

PACER Center. (1993). Minneapolis, MN: Author. The activities in this curriculum were designed to build self-esteem in children by gaining a strong positive view of themselves and their families. They can easily be used to help children, families and service providers appreciate the unique strengths of different family designs and systems. Cost; $10.00.

Charlotte Circle intervention guide for parent-child interactions

Calhoun, M.L., Rose, T.L., & Prendergast, D.E. (1991). Tucson, AZ: Communication Skill Builders. Intervention goals, strategies and activities for developing social interaction skills. Activity sheets for caregivers are reproducible as handouts. *Activities are provided in Spanish and English.* Cost: $39.00.

A credo for support

Kunc, N., & Van der Klift, E. (1995). Nanaimo, BC: Axis Consultation & Training, Ltd. This powerful 4-minute (closed captioned) video set to music offers a series of suggestions for people who care about and support someone with a disability. It prompts viewers to question the common perceptions of disability, professionalism, and support. Designed for use in preservice, inservice, staff training, and orientation programs, this video can be a provocative catalyst for a dialogue on these issues. Cost: $33.00.

For ordering information, please see the Source List on page 119.

Do you hear what I hear? Parents and professionals working together for children with special needs

Fialka, J., & Mikus, K.C. Ann Arbor, MI: Proctor Publications, LLC. Cutting through the rhetoric and jargon of the partnerships literature, Janice Fialka and Karen Mikus offer us an entirely fresh, dynamic, and interactive way to gain new insights. As an educator, you may find this is a useful supplemental text on assessment and intervention or to bring the power of the personal voice into the classroom and training. Cost: $10.

Effective communication for parents and professionals

Duffy, S., Phillips, S., Davis, S. Maloney, T., Stromnes, J., Miller, B., & Larson, K. (1992). Missoula, MT: University of Montana, Rural Institute on Disabilities. This sequence of topical activities address aspects of parent-professional communication in an information plus follow-up activities format that could be easily used in preservice or inservice applications. There are some clever headings to describe the aspect of communication being targeted. For example, the unit on nonverbal communication is called "His Mouth Said Yes! Yes! But His Eyes Said No! No!" Other sections have to do with improving the communication climate, assertiveness, and leading and participating in meetings. All material necessary for use of each section is provided. Cost: $8.00.

Equals in this partnership: Parents of disabled and at-risk infants and toddlers speak to professionals

ZERO TO THREE/National Center for Clinical Infant Programs. (1986). Vienna, VA: National Maternal and Child Health Clearinghouse. This fine compilation of writings is available free from the Clearinghouse. Cost: $7.50 includes shipping & handling.

Families and schools: An essential partnership

SouthEastern Regional Vision for Education (SERVE). (1996). Tallahassee, FL: Author. This resource is designed to assist personnel in developing effective family involvement strategies, programs, and partnerships. Using an inclusive definition of family, the document offers a self-assessment instrument and process for increasing collaboration, information about successful models, tools and examples for supporting collaboration, and information about additional resources. For teaching and training, this resource can compliment other family-centered methods and materials focused on school-age children. Cost: $5.00.

Family album

Portage Project. (1988). Portage, WI: Author. This 23-minute videotape shares the experiences, feelings and concerns of parents raising a child with a disability. A particularly useful section is the in which families describe the qualities they look for in home visitors. An discussion guide offers suggestions for increased awareness and improved relationships. Cost: $40.00.

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For ordering information, please see the Source List on page 119.

Family-centered care: An approach to implementation

Hostler, S. L., M.D. (Ed.). (1994). Charlottesville, VA: Kluge Medical Center, University of Virginia. This resource does a fine job of describing a nationally representative sample of models for implementation of family-centered practices. A useful collection for promoting improvements on or alternatives to existing personnel preparation and service delivery models. Cost: $20.00 plus postage.

Family-centered care: Bloopers, blunders and their alternatives

Munroe-Meyer Institute. (1993). Omaha, NE: Munroe-Meyer Institute, Media Center. Nine principles that are critical to family-centered care are illustrated in this videotape. While the bloopers and blunders are exaggerations of real life situations, they do emphasize the infractions of family-centered care that service providers often make. At an awareness level, this resource can promote discussion; at an application level it can inspire role plays that build student/practitioner capability. Cost: $95.00.

Family-focused practice in out-of-home care: A handbook and resource directory

Braziel, D.J. (1996). Washington, DC: Child Welfare League of America. This publication is designed to help leaders in out-of-home care agencies to bring a family focus to their policy, administrative, and program structures. Background articles, first person narratives, measures, sample forms/formats, handouts, and exercises can be used to shape individual or collective attitudes and policies regarding the need for a comprehensive array of services to address the needs of children who are living apart from their families on either a temporary or long-term basis. This is an interesting resource providing training material that comes at family-centered practice from the slightly different perspective of out-of-home care. Cost: $18.95.

Family/professional collaboration for children with special health needs and their families

Bishop, K.K., Woll, J., & Arango, P. (1993). Burlington, VT: Department of Social Work, University of Vermont. This monograph has some nice quotes, some useful lists, and some good supporting information on important aspects of collaboration. Examples are pulled from both health and education. Cost: FREE.

Good grief

Kentucky Developmental Disabilities Planning Council. (1990). Frankfort, KY: Author. This 40-minute videotape focuses on the grieving process associated with parenting a child with disabilities. Ken Moses explores how the process helps parents make changes necessary to live with a child, and life that is quite different from what was anticipated. Cost: $10.00 includes shipping & handling.

For ordering information, please see the Source List on page 119.

Hospitals moving forward with family-centered care

Hanson, J.L., Johnson, B.H., Jeppson, E.S., Thomas, J., & Hall, J.H. (1994). Bethesda, MD: Institute for Family-Centered Care. This publication is designed to encourage hospital staff, governing and advisory boards, and families to engage in a process of change toward family-centered care. Lists and worksheets could easily be used in training to discuss how hospitals can translate family-centered principles into practice. Cost: $10.00.

Involving fathers in early intervention and family support programs: Issues and strategies

Davis, P.B., & May, J.E. (1991). *Journal of the Association for the Care of Children's Health, 20*(2), 87–92. A nice view of why and how.

Listening to families

American Association for Marriage and Family Therapy (AAMFT) Research and Education Foundation. (1995). Van Nuys, CA: Child Development Media, Inc. This 13-tape series is designed to provide teaching examples of effective communication and interviewing skills. Two tapes are content specific (*Exploring Family Strengths* and *Building a Family Partnership*). The remaining tapes illustrate in-depth (60 minute) conversations between therapists and families of young children with disabilities. The families are diverse in both culture and configuration. Accompanying brochures offer highlights of each video, including teaching objectives and discussion questions. Cost: $85.00 per tape.

On this journey together

Ohio Department of Mental Retardation/Developmental Disabilities. (1991). Columbus: Author. This series of four videotapes (approximately 22 minutes each) is made up of interviews with members of sixteen Ohio families that include children (ages 2–13) with disabilities. Each tape addresses a different topic, including "The Early Days" (initial reactions to diagnoses and labels, helpful strategies), "Partnering with Professionals" (successes and frustrations in working with the professionals who provide services), "Building Brighter Futures" (dreams and expectations, including how to keep them alive), and "Resources for Families" (accepting assistance and support from friends, families, community, and service agencies). Compelling stories and examples for inservice or preservice training. Cost: $10.95 each; $34.95 for all four.

One of the family

Early Connections for Infants, Toddlers and Families, Colorado Department of Education. (1998). Denver: Western Media Products. Four culturally diverse families, each with a young child with disabilities. Each family warmly describes the values that motivate them: including their child in all family activities, treating them as a children first, expecting the most from them, looking for a normal family life, and choosing professionals who support their values. Cost: $39.95.

For ordering information, please see the Source List on page 119.

Supporting families

Benn, R. (1994). Detroit, MI: Merrill-Palmer Institute, Wayne State University. This videotape and accompanying manual can be used in a variety of ways: as a informational resource on the Part H process, a training tool on family-centered practices, or a catalyst for discussion of key early intervention concepts or values. Some videotape segments are a little dry, and some are Michigan Early On-specific, but the discussion are thoughtful and could promote valuable discussion and learning. Cost: $9.30. Cost: $10.00 (videotape); $3.00 (scrapbook).

For ordering information, please see the Source List on page 119.

IFSP/IEP

This section includes resources for sharing information and promoting learning about the IFSP and IEP processes.

Primary Resources

Developing individualized family support plans: A training manual

Tess Bennett, Barbara V. Lingerfelt, & Donna E. Nelson

This curriculum provides an intensive and comprehensive inservice training plan for learning the process of developing Individualized Family Support Plans (IFSPs). The workbook is organized into three sessions: a rationale for the IFSP, principles of family-centered assessment and intervention (four interrelated modules) and case studies/activities. Each section includes trainer's notes, a preview of important points, discussion questions, space for note taking , subject matter content and related activities, and checklists for review. In addition, the authors provide a general trainer's section which reviews principles of adult learning, options for effective training schedules and strategies for maximizing the effective use of the materials.

1990 **Print** **$24.95**

Level of Impact: Awareness/Knowledge to Skill

Brookline Books
P.O. Box 1047
Cambridge, MA 02238-1047
Phone (800) 666-2665 Fax (617) 868-1772
Email: brooklinebks@delphi.com Web: www.brooklinebooks.com/

Family and the IFSP process

Project Copernicus, Kennedy Krieger Institute

This instructional package includes a 90-minute training video and a facilitator's guide. The videotape is structured to provide information about and illustrations of key landmarks in the IFSP process (first contacts, development of outcomes, identifying family concerns, priorities and resources, initial IFSP meetings, development of transition plans). The illustrations take the form of vignettes in which practices that are less than family-centered are shown in black and white and family-centered approaches are shown in color. Viewers can easily be cued to watch for specific actions that may create barriers or that foster positive, collaborative relationships. The accompanying facilitator's guide provides clear suggestions for use of the materials as part of a statewide, local, inservice, preservice, part-day or multi-day training experience, along with activities and handouts.

1993 **Print with accompanying 90-minute videotape** **$150.00/copy of the video and guide, plus $4.00 shipping & handling**

Level of Impact: Awareness/Knowledge

Publications
Office for Community Program Development
Kennedy Krieger Institute
2911 East Biddle Street
Baltimore, MD 21213
Phone (410) 502-9700 Fax (410) 502-9766

For ordering information, please see the Source List on page 119.

The family support plan process

Florida State University, Center for Prevention and Early Intervention Policy

This training curriculum, designed for presentation by a parent-professional team, provides and illustrates a philosophical and process framework for the development of Individualized Family Support Plans for infants and toddlers and their families. The clear, complete set of materials features a *Trainer's Manual*, from which *Participant's Manuals* can be produced. Topics covered include legal requirements, family-centered philosophy, family-centered service coordination, the IFSP process and the IFSP meeting. Goals, objectives, timeframes, materials and equipment lists, transparency and handout masters for each section are provided.

1992 **Print**

Trainer's Manual $25
Participant's Manual $5

Level of Impact: Awareness/Knowledge

Center for Prevention and Early Intervention Policy Studies
1118B Thomasville Road
Tallahassee, FL 32303
Phone (850) 922-1300 Fax (850) 922-1352
Web: www.cpeip.fsu.edu

Family-centered intervention planning: A routines-based approach

R. A. McWilliam

This book guides classroom-based team members and parents through five stages of planning interventions: 1) preparation, 2) assessment, 3) outcome selection, 4) outcome writing, and 5) review. It provides a sequential model through which families are the primary decision makers for their children's interventions, with input from professionals. An extensive selection of forms and checklists are provided and material could easily be adapted for preservice or inservice application.

1993 **Print**

$33.00 plus 10% shipping & handling

Level of Impact: Awareness/Knowledge

Communication and Therapy Skill Builders
A Division of the Psychological Corporation
555 Academic Court
San Antonio, TX 78204-498
Phone (800) 211-8378 Fax (800) 232-1223
Email: Customer_Service@harcourt.com
Web: www.tpcweb.com/catg/nf/

For ordering information, please see the Source List on page 119.

Handbook for the development of a family-friendly Individualized Family Service Plan (IFSP)

Vicki Turbiville, Ilene Lee, Ann Turnbull, & Douglas Murphy

This handbook captures the process of IFSP development used at the Beach Center on Families and Disability. The first ("A Holistic View of the Individualized Family Service Plan") section contains general information on the IFSP process. Four additional sections correspond roughly to the stages of development of the IFSP: "The Initial Meeting with the Family," "The Evaluation of the Child," "The Planning of the IFSP," and "The Actual IFSP Meeting." Sections contain key principles or guidelines, activities, forms and additional resources.

1992 **Print** **$7.00**

Program rating scales are available in Spanish.

Parent versions are also available in English ($15), Spanish ($6.50), and Chinese ($6.50). Stock No. 31

Level of Impact: Awareness/Knowledge

Order Department
Beach Center on Families and Disability
3111 Haworth Hall, University of Kansas
Lawrence, KS 66045-7516
Phone (913) 864-7600 Fax (913) 864-5323
Web: www.lsi.ukans.edu/beach

Implementing family-centered services in early intervention: A team-based model for change

Donald B. Bailey, P. J. McWilliam, Pamela J. Winton, & Rune Simeonsson

This monograph describes a team-based decision-making workshop for implementing family-centered services in early intervention. It differs from a typical training curriculum in that it focuses on the decisions that teams must make as they seek to become family-centered. It was developed to provide the structure for a four-day workshop in which teams (paraprofessionals, professionals, family members, adminstrators) progress from identification of the elements of a family-centered approach to identifying, establishing and tracking their plan for ensuring that positive change occurs. Goal, handouts, and transparencies are provided.

1992 **Print** **$19.95**

Level of Impact: Awareness/Knowledge

Brookline Books
P.O. Box 1047
Cambridge, MA 02238-1047
Phone (617) 868-0360 Fax: (617) 868-1772
Email: brooklinebks@delphi.com Web: www.brooklinebooks.com/

For ordering information, please see the Source List on page 119.

Maryland's IFSP process: A facilitator's guide for training

Project Copernicus, Kennedy Krieger Institute
in collaboration with the Maryland Infants and Toddlers Program

A family-centered process for the IFSP is described, with a training program to prepare providers to participate in the IFSP process. Included are detailed information on policies, procedures and best practices, situation studies and skill-building activities. While small sections of the content are definitely Maryland-specific, most of the curriculm could be used in any state.

1993 **Print** **$10.00 plus shipping & handling**

Level of Impact: Knowledge/Skill

Publications
Office for Community Program Development
Kennedy Krieger Institute
2911 East Biddle Street
Baltimore, MD 21213
Phone (410) 502-9700 Fax (410) 502-9766

Supplemental Resources

Colorado guidelines for the IFSP process

Miller, J., & Petersen, S. (1998). Denver, CO: Colorado Department of Education. This thoughtful booklet delineates a process full of possibilities and illustrates them with many suggestions, checklists and family stories. Instructionally, the examples could be used to compare/contrast with policies and procedures of other states and the stories could be used as mini-cases. Cost: Single copies are free from the Colorado Department of Education.

Creating a vision: The Individual Family Service Plan

Colorado Interagency Coordinating Council and Colorado Department of Education. (1990). Denver, CO: Denver Early Childhood Connection. [Videotape]. This 30-minute tape illustrates Colorado's model for developing and implementing the IFSP; including the priority for the IFSP process to be adaptable, flexible, family-centered and supportive of families' values, goals and dreams. Cost: $10.00 plus shipping and handling.

A family's guide to the Individualized Family Service Plan

Cripe, J.J.W. (1995). Baltimore, MD: Paul Brookes. Very straightforward information about the IFSP provided through videotape of families working with professionals with voiceover narration and family remarks about the process. The videotape presents informative content, but doesn't address IFSP process issues. Could easily be paired with discussion questions about local /state variations in process, models of service delivery (direct, consultative), and financing. Cost: $44.00.

The IEP: A tool for realizing possibilities

PEAK Parent Center. (1999). Colorado Springs, CO: Author. This upbeat and non-technical video was designed to support family members in being more active players in meetings that are critical to the education of their children. Companion facts, personal statements, updates specific to IDEA 1997 amendments make this a nice tool for teaching, training or staff development. *Available in English and Spanish.* Cost: $23.00.

Indiana's guide to the Individualized Family Service Plan

First Steps. (1992). Indianapolis, IN: First Steps. A guidebook designed to assist families and other team members in the process of developing on IFSP. Cost: Free.

Into our lives

Hunt, M., Cornelius, P., Leventhal, P., Miller, P., Murray, T., & Stoner, G. (1991). Tallmadge, OH: Family Child Learning Center. This guidebook was written by families of children with disabilities as a way to help families and professionals better understand and navigate the IFSP process. Cost: $7.00.

Routine based IEP

Early Childhood Collaborative Services Project. (1996). Farmington, CT: Division of Child and Family Studies, Department of Pediatrics, University of Connecticut Health Center. This is a nice, straightforward workbook, with ideas and activities for reflecting family routines and activity-based goals in IEPs. Cost: $6.00.

The steps to creating a better IFSP

Community Inclusion Project. (1996). Farmington, CT: Division of Child and Family Studies, Department of Pediatrics, University of Connecticut Health Center. A serialized story of the Canaletto family weaves together the sections of this resource which offers content, activities, vignettes and checklists for creating better IFSPs. The sections on promoting participation in natural environments, assigning [transdisciplinary] intervention responsibilities, and evaluating early intervention are particularly strong. Cost: $20.00.

Understanding the Individualized Family Service Plan: A resource for families

Cash, J. A. (1999). Norge, VA: Child Development Resources. (1990) A workbook for familiarizing families with all aspects of theIFSP process. Cost: $18.00.

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For ordering information, please see the Source List on page 119.

Inclusion

This section identifies materials for promoting well-designed, integrated environments and programs that supports the development of all young children.

Primary Resources

Achieving inclusion through the IEP process: A workbook for parents

Maryland Coalition for Integrated Education

This workbook was created to help parents in designing Individualized Education Programs (IEPs) and designing strategies for achieving integrated school placements. It is organized in two parts: laying the groundwork for decision making, and achieving inclusion through the IEP process. The activities ("Developing a Vision" and "Creating New Goals and Objectives") include all necessary forms and follow a clear, supportive sequence for families. They could also be activities for training teams who are involved in the design, preparation and implementation of IEPs. This material has been highly recommended (and successfully used) by families.

1991 Print **$8.00 per copy plus $2.00 postage & handling**

Level of Impact: Awareness/Knowledge - Skill

Maryland Coalition for Integrated Education
7257 Parkway Drive, Suite 209
Hanover, MD 21706
Phone (410) 712-4837

Best practices in integration (BPI) inservice training model

Susan M. Klein & Susan Kontos

BPI is an inservice training model for persons delivering services for infants, toddlers and preschool children with special needs within community-based early childhood settings. The emphasis of the Guide and Instructional Modules is systems change through community resource networks, a training process to ensure knowledge and skill regarding collaborative consultation by early interventionists, and a technical assistance process to facilitate the integration of young children with special needs in regular early childhood programs and successful collaboration among all partners. These are well thought-out materials and a bargain for the price.

1993: Print **$17.50 including postage**

Level of Impact: Awareness/Knowledge to Skill/Application

Indiana University
School of Education
201 N. Rose Ave., Rm # 3244
Bloomington, IN 47405
Phone (812) 856-8154

Mainstreaming works: A manual for training child caregivers and integrating children with disabilities in child care settings

Florida State University, Center for Prevention and Early Intervention Policy

These materials were designed for use as a 10-hour training emphasizing strategies for adapting child care environments to meet the needs of young children with disabilities. The manual is organized into seven sections: an instructor's guide, five modules (exploring attitudes, working with families and professionals, recognizing signs of atypical development, facilitating developmentally appropriate environments for children with disabilities, and Illustrations of integration) and an appendix entitled, Answers for owners and operators. The materials are carefully organized and include everything from sample letters to participants to certificates of training completion.

1991 **Slide, audiotape and print** **$60.00 includes postage & handling**

Level of Impact: Awareness/Knowledge

Center for Prevention and Early Intervention Policy
Florida State University
1118B Thomasville Road
Tallahassee, FL 32303
Phone (850) 922-1300 Fax (850) 922-1352
Web: www.cpeip.fsu.edu

Specialcare curriculum and trainer's manual

Child Development Resources, Inc.

This is a complete core curriculum trainer's manual and supporting materials that can be used to train home- and center-based caregivers to help them care for young children with disabilities in inclusive child care settings. SpecialCare has been field tested with more than 186 home- and center-based child care providers. Evaluation results indicate that caregivers' comfort, knowledge and interest in caring for children with disabilities increased following training. Parents of children with disabilities living in communities where SpecialCare training was provided reported that care was significantly more available following training.

1993 **Print with accompanying videotapes** **$225.00 (includes all videotapes necessary to conduct the training)**
Stock No. CDR93J

Level of Impact: Awareness/Knowledge

Child Development Resources (CDR)
150 Point O' Woods Road
Norge, VA 23127-1280
Phone (757) 566-3300 Fax (757) 566-8977

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For ordering information, please see the Source List on page 119.

Strategies for preschool intervention in everyday settings (SPIES): A video-assisted program for educators and families

Sarah Rule & Barbara Lancelot

The SPIES curriculum is designed to introduce intervention strategies that can be used with children who have disabilities, special health needs, or are at risk for the development of a disability. Using everyday settings as the context for intervention, these very thorough materials introduce strategies that can be used to help children master IEP or IFSP objectives. While the primary age range targeted is preschool (3–5), there is also content specific to infants and toddlers (0–2). The curriculum is divided into six modules (Creating Teaching Opportunities, Providing Help, Incidental Teaching, Tracking Progress, Prior to Preschool, and Planning Intervention Across the Day), each of which includes facilitator materials, participant materials (handouts), and a companion videotape. A CD-ROM version is also available.

1998 **Print, videotape, CD-ROM** **$390 (six video modules); $44 (CD-ROM and manual)**

Level of Impact: Awareness/Knowledge

Connie Parker
Center for Persons with Disabilities
Utah State University
6800 Old Main Hill
Logan, UT 84322-6818
Phone (435) 797-1993 (voice) or (435) 797-1981 (TDD)
Fax (435) 797-3944
Email: connie@cpd2.usu.edu Web: http://www.cpd.usu.edu/SPIES/

Supplemental Resources

ABCs of inclusive child care

Dependent Care Management Group. (1993). San Antonio, TX: Texas Planning Council. This 14-minute videotape has many appealing features: culturally diverse parents, providers and children illustrating the benefits of inclusion, closed captioning and a perfect price—FREE and COPYABLE. A very well-made and enjoyable-to-watch introduction for use with a variety of training audiences. Call (512) 424-4092 to order.

Administrator's policy handbook for preschool mainstreaming

Smith, B. J., & Rose, D. F. (1993). Cambridge, MA: Brookline Books. This handbook was designed to assist public school administrators in developing policies and procedures that assist in successful mainstreaming. All forms and materials included may be freely copied. Cost: $39.95.

For ordering information, please see the Source List on page 119.

Being a kid: Services and supports in everyday routines, activities and places

Edelman, L. (producer). (1998). Denver: Western Media Products. Here are 6-minutes of vignettes of a physical therapist working with a young child and his family at a neighborhood playground. Through reflective interviews, the video shows the therapist and the family working collaboratively to integrate functional therapy goals into daily routines and places. Cost: $23.95.

Can I play too?

Partnerships for Inclusion. (1993). Chapel Hill: University of North Carolina, Frank Porter Graham Child Development Center, Author. This is a set of three videos about inclusion of young children with special needs, birth through five years of age, in community child care programs. The videos, which have been used effectively to raise awareness in inservice and preservice training formats, present three different perspectives (overview version, provider version, parent version) on inclusion. Cost: $25.00 (overview); $50.00 (parent or provider version).

Caring for children with special needs: The Americans with Disabilities Act and child care

Child Care Law Center. (1995). San Francisco, CA: Author. A guide for child care providers to assess their legal responsibilities in including children with disabilities, including reasonable accommodations, licensing, confidentiality, cost, and liability. This mini-monograph is set up in a clear question-and-answer format that could easily be adapted for training purposes. Additional features are a nice flowchart and lists of helpful materials and resources. Cost: $12.50 plus shipping.

The Carolina curriculum for infants and toddlers with special needs

Johnson-Martin, N. M., Jens, K. G., Attermeier, S. M., & Hacker, B. J. (1991). Baltimore, MD: Paul H. Brookes. Curriculum designed to be used both with the child who is developing slowly, but in a normal pattern, and the child with multiple disabilities whose patterns of development are markedly atypical. Cost: $41.95.

The Carolina curriculum for preschoolers with special needs

Johnson-Martin, N. M., Attermeier, S. M., & Hacker, B. J. (1990). Baltimore, MD: Paul H. Brookes. Companion volume to previous entry. Cost: $34.00.

For ordering information, please see the Source List on page 119.

Child Care+ curriculum on inclusion: Practical strategies for early childhood programs

Montana University Affiliated Rural Institute on Disabilities. (1999). Missoula, MT: Author. The approach taken by this curriculum is unique: it suggests that by providing high quality care, young children of all abilities will grow and learn successfully. Through 12 chapters, information is offered that ranges from the history of inclusion to building partnerships with families and arranging the environment for learning. Activities, examples and forms are provided throughout. Cost: $66.50.

Children's books and materials

Partnerships for Inclusion. (1995). Chapel Hill: University of North Carolina, Frank Porter Graham Child Development Center, Author. This is an annotated bibliography of children's books and materials that support inclusion values and practices. The publications described include positive examples of children with cultural differences and developmental differences. A great resource for suggesting books for programs or libraries to order, or for reproduction as a handout to carryover inclusion concepts. Cost: FREE w/SASE.

A circle of inclusion

Learner Managed Designs, Inc. (1989). Lawrence, KS: Author. This 27-minute videotape provides images of children (3–6) with severe and multiple disabilities effectively integrated in Montessori classrooms. Special educators, early educators, and parents of both children with disabilities and children who are developing typically, share initial concerns, experiences, and outcomes. High-quality footage and lots of applications to preservice or inservice. Stock No. 103b. Cost: $99.00.

Educating Peter

Ambrose Video Publishing, Inc. (1993). New York: Author. This 30-minute videotape is the Academy Award-winning story of one child with Down syndrome and his classmates in Mrs. Stallings' third grade class in Blacksburg, Virginia. The video, with accompanying study guide, could be used to illustrate and explore a variety of inclusion concepts. This video has appeal for all ages, including elementary-aged children. Cost: $79.95 plus shipping & handling.

Getting together: A Head Start/school district collaboration

Lindeman, D.P., & Adams, T. (1997). Baltimore: Paul Brookes. In this video and booklet, the directors of a school district's special education program and a local Head Start program describe how they collaborate to include children with disabilities in Head Start classrooms. The materials address issues such as leadership, staff support, and policy development. Strong messages about interagency collaboration to support inclusion are reinforced through auditory and visual channels. Cost: $46.00.

For ordering information, please see the Source List on page 119.

Handbook for the inclusion of young children with severe disabilities

Thompson, B., Wickham, D., Wegner, J., Ault, M. M., Shanks, P., & Reinertson, R. (1992). Lawrence, KS: Learner Managed Designs. This book offers strategies for implementing exemplary full inclusion programs within communities from perspectives that range from start-up and personnel preparation to environmental, social and instructional inclusion. Lots of examples, resources and helpful checklists. Cost: $34.95.

Hello my friends

British Columbia Association for Community Living. (1992). Vancouver, BC: Author. This videotape shows successful integration strategies in the New Ungraded Primary Program in British Columbia. One of the highlights is portions of a mapping process being conducted for a student named Ian. Cost: $45.00.

Including preschool-age children with disabilities in community settings

deFosset, S., & Danaher, J. (Eds.). (1999). Chapel Hill, NC: Frank Porter Graham Child Development Center, NECTAS. This resource packet comes in three parts. Part I offers perspectives on inclusion, inclusive strategies and practices, and legislative foundations. Part II delineates information sources on inclusive programs and practices, including organizations, consortia, technical assistance centers. It also includes an annotated bibliography. Part III describes resources on inclusion developed by OSEP-funded early childhood projects. Cost: $15.00 (includes shipping and handling of all three parts).

Inclusion: A right, not a privilege

Community Inclusion Project. (1996). Farmington, CT: Division of Child and Family Studies, Department of Pediatrics, University of Connecticut Health Center. This resource was designed to support families in finding community early childhood programs that meet the needs of their young children with disabilities. It describes what inclusion is, legal rights and entitlements, what a "good" inclusive program looks like, and step-by-step strategies to bring about inclusion. Teaching/training examples abound for many audiences. Cost: $10.00.

The inclusive early childhood classroom: Easy ways to adapt learning centers for all children

Gould, P., & Sullivan, J. (1999). Beltsville, MD: Gryphon House. Each chapter of this book describes practical ways to adjust centers and routines for children with special needs. The suggestions will enable diverse learners to stay involved in developmentally appropriate routines and center-based activities. Examples could also be used instructionally to provide students with opportunities to practice adapting environments. Categories of disabilities that are targeted by the suggestions include developmental delays, orthopedic impairments, pervasive developmental disorder (PDD) and autism, attention deficit/hyperactivity disorder (ADHD) and behavioral issues, motor planning problems, and visual impairments. Cost: $24.95.

For ordering information, please see the Source List on page 119.

Inclusive schooling practices: Pedagogical and research foundations

McGregor, G., & Vogelsberg, R.T. (1998). Baltimore: Paul Brookes. This publication provides a thoughtful synthesis of the literature that informs best practices about inclusive schooling. Methods, models, cases and examples abound, and outcomes are elaborated by group (children with disabilities, children without disabilities, parents, teachers, etc.). You can use this resource instructionally (set up a staged debate, build advocacy) or to guide student research. Royalties from the sale of this publication are being donated to the Public Interest Law Center of Philadelphia in support of their ongoing efforts to assist families in obtaining inclusive school services for their children. Stock #3955 Cost: $24.95.

Just friends

Texas Planning Council on Developmental Disabilities. (1994). Austin, TX: Author. This 16-minute video introduces individuals with disabilities and friends they have made through Community Connections projects in Texas. They share personal stories, thoughts, and experiences while offering examples of the role that friendship can play in breaking the social isolation of individuals with disabilities. A nice vision of future possibilities for families and professionals. Cost: Free at 1-800-262-0334.

Learning to play, playing to learn: Recreation as a related service

Center for Recreation and Disability Studies, University of North Carolina. (1995). Chapel Hill, NC: Author. If you want to know more about recreation/leisure as a related service, especially for young children with disabilities in inclusive settings, this 20-minute video is the one for you. Accompanying print material provides some experiential learning activities, discussion questions, and handout prototype. Cost: $25.00.

Making dreams happen: How to facilitate the MAPs process

University of Vermont Center for Transition and Employment. (1997). Waterbury, VT: Division of Vocational Rehabilitation. This 45-minute video discusses and illustrates the MAP (Making Action Plan) approach to planning, with emphasis on plans that relate to IEPs and transitions for students with disabilities. The middle portion shows an abbreviated version of an actual MAPs process and shows a useful illustration of a process that can be used to support an individual with disabilities within the contexts of family, school, home and community. Cost: $9.00 (tape); $3.00 (manual).

Natural environments (Part 1: Linking to the community; Part 2: Implementation in the community)

National Early Childhood Technical Assistance System (NECTAS). (1998). Gibsonia, PA: Distance Learning Center. In 1998, NECTAS coordinated two national videoteleconferences on natural environments for the U.S. Department of Education. After each broadcast, a set of print materials (outline, articles, bibliographies, follow-up activities) and a videotape of the teleconference were produced. There are a variety of worthwhile materials in each set, and the video vignettes on Part 2 are particularly nice illustrations of services in natural environments. Cost: $35.00 for each part (includes videotape and print materials).

For ordering information, please see the Source List on page 119.

Paraprofessional's guide to the inclusive classroom

Doyle, M. B. (1997). Baltimore: Paul Brookes. This handbook is devoted to defining and supporting paraprofessionals (including paraeducators, teachers' aides, educational assistants) in classroom settings. Changing roles and responsibilities, being a team member, supporting individual students, individualized instruction, and communicating with team members are the major topics addressed through information, vignettes, worksheets. While the emphasis is on settings serving older children, many of the ideas apply across the board. Cost: 23.95.

Philadelphia Inclusion Network (PIN): Instructor guidelines and curriculum

Campbell, P., Schneider, L., & Milbourne, S. (1998). Philadelphia: Child and Family Studies Program. This set of 15-modules was designed to assist child care center staff in urban areas in addressing the inclusion of children with disabilities. The modules, on topics that range from Welcoming all children and Promoting full participation to Ain't misbehaving, are complete and clear. A range of options for using the materials as part of ongoing staff development and additional resources (books, tapes, websites) are additional quality features. Cost: $99.00 (including postage).

Preschool inclusion

Cavallaro, C.C., & Haney, M. (1999). Baltimore: Brookes. This accessible handbook provides field-tested, research-based guidelines and strategies for including young children with disabilities in early childhood programs. The first section (e.g., Involving families, Collaboration and teaming, Assessment strategies, Positive behavioral support) offers solid content, useful applications, and illustrative vignettes. The second section includes four well-developed cases, each of which offers multiple instructional opportunities. Cost: $45.

Project EXCEPTIONAL (Exceptional children: Education in preschool techniques for inclusion, opportunity-building, nurturing, and learning)

Kuschner, A., Cranor, L., & Brekken, L. (Eds.) (1996). Sacramento: California Department of Education. Each volume of this 2-volume set takes a unique approach to preparing personnel to work in inclusive settings. Volume 1 (A guide for training and recruiting child care providers) offers background information and practical suggestions to support providers in including children of diverse abilities. Volume 2 (Staff development and training activities) provides detailed information about designing, implementing, and evaluating training that can support providers in serving young children with disabilities. Costs: Volume 1 – $20; Volume 2 – $30.75.

For ordering information, please see the Source List on page 119.

QuickNotes: Inclusion resources for early childhood professionals

Wesley, P.W., Dennis, B.C., & Tyndall, S.T. (1998). Lewisville, NC: Kaplan Press. QuickNotes is a 10-module set of information sheets covering a broad range of topics related to quality child care in a variety of settings (e.g., typical child development, promoting appropriate behavior, including children with special needs). Each topic is organized in a 3-ring notebook that also provides a resource list of print materials and related web sites. *Modules I-IX are provided in both English and Spanish.* These are visually engaging, fresh materials that were developed to answer simple questions about early childhood inclusion and to provide quick, written resources on topics related to quality child care. Cost: Modules may be purchased individually and range in price from $17.95 to $24.95. A complete set (Modules I-IX) costs $175.95.

Recipe for life and Moments of reflection

Waletzko, P., & Ressemann, S. (1997). Waite Park, MN: The IDEA Group. Here are two 5-minute videotapes that can promote reflection on issues of diversity and inclusion at the end of a class or presentation. Short, thought-provoking sayings are linked together through visual and auditory methods to create a positive, lasting impression. The tapes can be used separately or together. Cost: $19.95 each.

Rethinking pull-out services in early intervention

McWilliam, R.A. (1996). Baltimore: Paul Brookes. This book explores the barriers and facilitators to the models through which services in center-based early intervention programs are provided (integrated, segregated). It offers research findings, theoretical options, and practical examples on topics that range from consultation and professional identity concerns to service time allotment considerations and discipline-specific strategies. Cost: $43.95.

Samantha

Devault, G., Krug, C., Turnbull, A. P., & Horner, R. (1994). Lawrence, KS: Beach Center on Families and Disability. This video offers very useful instructional examples of creating a successful positive behavioral support plan for a 9 year-old girl with autism. The accompanying print material (*Why does Samantha act like that? A positive behavior support story of one family's success*) tells the family story and includes plan charts and other instructional material. Cost: Video ($30); print material ($5.25).

Same time, same place

Purdue University, Continuing Education Administration. (1992). West Lafayette, IN: Author. Videotape features children with disabilities in a variety of inclusive settings. Focuses on the roles and responsibilities of multiple disciplines (including a pediatrician) in the inclusion process for children with severe disabilities in child care centers and family child care homes. Cost: $18.00.

For ordering information, please see the Source List on page 119.

Setting the stage: Including children with disabilities in Head Start

Education Development Center, Inc. (n.d.). Newton, MA: Author. If you're looking for detailed, practical training materials on inclusion, this volume from the series Training Guides for the Head Start Learning Community may be just the ticket. Three modules include learning outcomes, key concepts, background information, activities, and handouts, as well as ideas to extend practice. Cost: Download at http://www.bmcc.org/Headstart/Setting/preface.htm.

Shining bright: Head Start inclusion

Lindeman, D.P., & Adams, T. (1997). Baltimore: Paul Brookes. This up-close-and-personal documentary and accompanying booklet detail the collaborative efforts of Head Start and a local education agency to include children with severe disabilities in a Head Start program. Administrators, teachers, and parents address issues such as support for children with severe health impairments, the benefits of Head Start, the ability of general educators to serve children with severe disabilities, transportation, and staff relations. Cost: $45.00.

Special children, special care

Moffitt, K. (Ed.). (1993). Tampa, FL: University of South Florida. This manual was written for parents as a way to build on pre- and inservice competencies. It has lots of good information on many aspects of early intervention, and is interspersed with quotes from other family members describing their experiences. A valuable reference tool for administrators, families and professionals. Cost: $64.00.

Supporting children with disabilities in early childhood programs

Teaching Research Division, Western Oregon State College. (1992). Monmouth, OR: Author. This 18-minute videotape includes footage of both segregated and integrated approaches as illustrations of past and present approaches to including preschool children with disabilities. Research basis that supports inclusion is cited, along with perspectives of staff, parents, teachers, assistants, and researchers. Cost: $25.00.

To have a friend

Portage Project. (1995). Portage, WI: Author. This video features six minutes of beautiful images of young friends of diverse cultures and abilities in a range of natural environments against a musical backdrop. It could be used to illustrate benefits of inclusion and to explore strategies for encouraging and supporting friendships among all children. Discussion questions, simulation exercises, and resource materials are provided in an accompanying booklet. Cost: $40.00.

For ordering information, please see the Source List on page 119.

Training for inclusion: A guide for the childcare provider

Community Inclusion Project. (1996). Farmington, CT: Division of Child and Family Studies, Department of Pediatrics, University of Connecticut Health Center. These seven modules on basic inclusion topics (ADA, building partnerships with families, identifying young children with disabilities, implementing interventions through the daily routine, etc.) are designed for use as training or self-study materials. Each module includes objectives, content, activities, self-assessment checks and answer keys. Cost: $25.00.

With kids my age: Answers to questions about inclusion

Inclusion Works! (1994). Austin, TX: Author. This 17-minute, captioned videotape provides compelling answers about inclusive education. Superimposed on footage of culturally diverse elementary and secondary students, are parents, teachers, administrators, and community decision makers who provide practical answers to hard questions. Instructionally, this videotape could be paused after each questions (e.g., Do teachers have the skills to handle inclusion?) to allow students to respond based on research or readings. Cost: $30.00.

Yes, you can do it! Caring for infants and toddlers with disabilities in family child care

Children's Foundation. (1995). Washington, DC: Author. This 16-minute video offers very positive images and messages from parents and day care providers on the benefits of serving young children with disabilities. The accompanying manual, *Caring for infants and toddlers in family day care: Annotated resource directory*, offers additional resources to support inclusion, such as training materials. Cost: $34.95 (video & print directory), plus shipping & handling.

Interagency Collaboration

This section includes information and activities that can be used to foster productive collaborative efforts in early intervention.

Primary Resources

Thinking collaboratively: Ten questions and answers to help policy makers improve children's services

Charles Bruner

While this document was not designed as training material, it has excellent applications, especially with inservice audiences of representatives from multiple agencies. Each of the ten questions probes an aspect of collaboration (e.g., How do we know if collaboration is happening and if it is working?) and provides possible responses, along with lists of resources for additional consideration.

1991 **Print** **$5.00 pre-paid**

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Level of Impact: Knowledge

Institute for Educational Leadership
1001 Connecticut Avenue, NW Suite 310
Washington, DC 20036-5541
Phone (202) 822-8405 Fax (202) 872-4050
Email: iel@iel.org Web: www.iel.org/

Supplemental Resources

Building systems

Association of Maternal and Child Health Programs. (1993, December). McLean, VA: National Maternal and Child Health Clearinghouse. This report is the result of an extensive national survey to describe Title V activities in early intervention and identify perceived barriers to collaboration between Part H and Title V. It offers interesting insights on the subjects of interagency planning, goal setting and systems change. Cost: FREE.

Collaboration: Putting the puzzle pieces together

Collaborative Services Inservice Demonstration Project. (1996). Farmington,CT: Division of Child and Family Studies, Department of Pediatrics, University of Connecticut Health Center. The purpose of this manual is to highlight the important aspects of the collaborative process. It's organized in five modules: Early Intervention Collaborators, Interagency Collaborations, Family Collaborations, Team Collaborations, and Skills for Collaborations. Each module includes vignettes, information and activities that could be used in preservice or inservice settings. Cost: $10.00

For ordering information, please see the Source List on page 119.

Collaboration: What makes it work

Mattesich, P.W. & Monsey, B.R. (1992). St. Paul, MN: Amherst H. Wilder Foundation. This review of research literature on factors influencing successful collaboration is also a terrific training resource. Cost: $14.00.

Collaboration handbook: Creating, sustaining, and enjoying the journey

Winer, M., & Ray, K. (1997). St. Paul, MN: Amherst H. Wilder Foundation. This resource is organized to support interpersonal, organizational, and community collaboration by offering case examples, activities, tools, and resources. It also offers thoughtful strategies for overcoming obstacles to collaboration, including trust, conflict, decision-making, and change. Cost: $28.00.

Continuity in early childhood: A framework for home, school, and community linkages

Regional Educational Laboratories Early Childhood Collaboration Network. (1995, November). Washington, DC: Author. This document defines a framework for considering both transitions to educational programs and linkages between early childhood and elementary school services. In training, this document could be used to explore elements of the transition continuum and how they might be achieved. Cost: $15.00.

Expanding partnerships involving colleges and universities in interprofessional collaboration and service integration

Lawson, H.A., & Hooper-Briar, K. (1994). Oxford, OH: The Danforth Foundation and The Institute for Educational Renewal at Miami University. A very interesting resource focuses on partnerships among schools, community agencies, families, and higher education institutions, including community colleges. Lots of examples, lists, mini-cases, and observations to enrich preservice or inservice discussions of existing, emerging, or potential collaborations. Cost: $6.00.

Moving from principles to practice: A resource guide

American Academy of Pediatrics. (1996). Washington, DC: Author. A document designed to provide the practical skills to translate ideals for community-based interagency collaboration into action. It includes exercises to assist community groups in arriving at consensus, examples of current approaches to collaboration, common obstacles to collaboration (and strategies for getting beyond them), and resources to assist with the process. Cost: $8.00.

For ordering information, please see the Source List on page 119.

New opportunities for collaboration: A policy and implementation resources and training manual for the Head Start regulations for children with disabilities

Division for Early Childhood, Council for Exceptional Children (DEC/CEC), the National Head Start Association, and the Mid-South Regional Resource Center (MSRRC). (1994). Reston, VA: Council for Exceptional Children. This resource is designed to assist in promoting collaboration between Head Start and Part B of IDEA by providing training materials that can promote the consideration of possible linkages. Questions and answers, fact sheets, transparency masters, a side-by-side comparison of Head Start regulations, IDEA regulations, and Head Start Guidance Materials, and a resource directory are provided. Provides great examples for training about aspects of collaboration and legislation. Stock No. D5053. Cost: $17.25 plus shipping.

Putting the pieces together: Comprehensive school-linked strategies for children and families

U.S. Department of Education. (1996, May). Greensboro, NC: SouthEastern Regional Vision for Education (SERVE). This guidebook is designed to help school system representatives, families, and communities in building strong support for the healthy development and learning of children. It offers information and examples on topics including conducting community assessments, finding and developing resources, and moving from vision to action, along with examples of successful collaborations. Cost: $6.00

Together we can: A guide for crafting a profamily system of education and human services

Melaville, A. I., Blank, M. J., & Asayesh, G. (1993, April). Washington, DC: U.S. Government Printing Office. This book, developed jointly by the U.S. Department of Education and U.S. Department of Health and Human Services, leads readers through a five-stage collaborative process with milestones and landmines portrayed through vignettes and case studies. For a copy, call Susan Talley at (202) 219-2129. Stock No. 065-000-06563-8. Cost: $12.00.

Towards improved services for children and families: Forging new relationships through collaboration

Blank, M. J., & Lombardi, J. (1991, July). Washington, DC: Institute for Educational Leadership. A policy brief that also suggests strategies that communities can take toward collaboration. Cost: $4.50.

What it takes: Structuring interagency partnerships to connect children and families with comprehensive services

Melaville, A. I., & Blank, M. J. (1991). Washington, DC: Education and Human Services Consortium. The sections on guidelines for new partners and assessing the need for interagency partnerships could be easily converted into great training activities. Cost: $5.00.

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For ordering information, please see the Source List on page 119.

Legislation

This section describes materials for sharing information about early intervention legislation and policies that affect young children and families.

Supplemental Resources

CEC special education advocacy handbook

Bootel, J.A. (1994). Reston, VA: Council for Exceptional Children. A well-organized resource with basic information and examples specific to special education advocacy and policy making. Clear materials on legislative and regulatory processes, effective communication skills, and the media for use in teaching or coalition building. This is a scaled-down, economy version of CEC's *Political advocacy handbook*. Item No. R5087. Cost: $17.00.

Discover IDEA '99

Council for Exceptional Children. (1999). Reston, VA: Author. This CD provides access (read, search, print, copy) to the Individuals with Disabilities Education Act of 1997 (P.L. 105-17), including the complete final regulations and analysis of comments. Other features of this resource include links to "hot" topics, hundreds of ready-to-use PowerPoint slides, topical and special interest briefs, and summaries (questions and answers, talking points) on ten major issues (i.e., discipline). Some specific information on early intervention, especially with regard to natural environments.Cost: $7.95

Early intervention: Essential information for primary health care providers

Shishmanian, E., & Helm, D. T. (1993, September). Boston: Massachusetts Departmant of Public Health. This manual, for physicians and primary health care providers, contains esential information about early intervention services for very young children. This information is divided into two sections: the first includes excerpts from the federal law that defines these services and the second relates to the system in Massachusetts. The federal information and several nice case vignettes make this a valuable resource. It could also serve as a model, by replacing the Massachusetts-specific information, for other states to use. Cost: FREE.

Early intervention on the move

Child Development Resources, Inc. (1999). Norge, VA: Author. This 14-minute tape likens the interrelated components of Part C of IDEA to the parts of a bicycle. This is a revised version of the original (1992) tape and offers a light overview that could easily be paired with in-depth exploration of law/bicycle "parts." Cost: $49.95.

For ordering information, please see the Source List on page 119.

IDEA 1997: Let's make it work

CEC Public Policy Unit. (1998). Reston, VA: Council for Exceptional Children. This new resource on IDEA 1977 answers critical questions and provides a concise summary of the IDEA reauthorization legislation. A good, current resource for teaching or training. Cost: $22.95; $15.95 for CEC members.

The Individuals with Disabilities Education Act Amendments of 1997: Curriculum

Kupper, L. (1997). Washington, DC: National Information Center for Children and Youth with Disabilities. This training package focuses on some of the legal requirements and provisions of the Individuals with Disabilities Education Act Amendments of 1997 (IDEA 97). Included are nearly 500 pages of background information, resources, handouts, and training scripts on the law, as well as inspiring and informative color overheads. Some information is specific to Part C, notably new language and requirements vis-à-vis natural environments. Handouts and overheads are also available **in Spanish.** Cost: Available for FREE on the Web as text files (http://www.nichcy.org/Trainpkg/toctext.htm) or portable document files (http://www.nichcy.org/Trainpkg/toc.htm). Also available for purchase (14 modules plus 145 color overheads): $175.

Making your case

Hokanson, S. (1998, October). St. Paul, MN: State of Minnesota, Department of Administration, Governor's Planning Council on Developmental Disabilities. Based on interviews with legislators, legislative staff and lobbyists, this book offers techniques and insights to assist in the development of lobbying skills. The briefcase-style packaging, cartoons, and anecdotes make it a very useful resource for preparing students, family members, and other future leaders to be effective advocates. This document is available in Braille, disk and audiotape. Cost: Single copies are FREE.

New faces of opportunity: A physician's guide to the Maryland Infants and Toddlers Program

Maryland Infants and Toddlers Program. (1993). Baltimore, MD: Author. This publication delineates "opportunities" for physicians within Maryland's Part H program by providing information about efficacy, reimbursement, resources, and—most important—the critical roles that doctors can play. Could be used for training or modified for use by another state. Cost: $5.00.

For ordering information, please see the Source List on page 119.

A new IDEA: A parent's guide to the changes in special education law for children with disabilities

Seltzer, T. (1998). Washington, DC: Judge David L. Bazelon Center for Mental Health Law. The 1997 reauthorization brought changes in several components of IDEA. This publication is structured as a series of questions and answers about the law and key changes. Discipline for special education students and implications of the changes for students with emotional and behavioral problems are highlighted; Part C implications are not. FREE. Download the document in English or in Spanish from the Bazelon Center's WorldWide Web site (www.bazelon.org).

A new IDEA for special education: Understanding the system and the new law video developed as a guide for parents and a tool for educators

Edvantage Media, Inc. (1998). Fair Haven, NJ: Author. This video was designed to help parents and educators better understand recent changes to IDEA, the law governing special education. Key areas covered include the new law, the referral process, the evaluation process, creating an IEP, placement and related services, preparing for transitions, and discipline, mediation and standardized testing. Cost: $49.95 plus postage and handling.

Orientation to First Steps: An independent study

Unified Training System. (1998). Bloomington, IN: UTS Connect. This independent study packet is designed to familiarize parents and family members, providers, local planning council members, and others with Indiana's early intervention system (First Steps). Content covered includes early intervention law, procedural safeguards, family-centered practices, cultural competency, point of entry, and the Central Reimbursement Office. While much of the material is specific to Indiana, this is a nice example of how to structure self-paced learning materials. Cost: Request from UTS Connect.

Political advocacy handbook

Bootel, J.A., & Warger, C.L. (1997). Reston, VA: Council for Exceptional Children. This easy-to-use handbook delineates what motivates policymakers, what catches their attention, and what makes them respond. Through materials designed to demystify policymaking, this resource provides preservice and inservice materials for learning about public policy, the legislative process, and advocacy. Cost: $60.00 for members; $85.70 for non-members.

Programs for young children under IDEA

National Early Childhood Technical Assistance System (NECTAS). (1999). Chapel Hill, NC: Author. This compilation includes the Executive Summary of the 20th Annual Report to Congress on IDEA and chapters on key issues (1997 IDEA amendments, using IFSPs with preschoolers, funding of IDEA, national trends in special education teacher demand and shortage). This could be a great resource for discussing early childhood education law and policy. Chapel Hill, NC: Author. Cost: $6.00.

For ordering information, please see the Source List on page 119.

State legislative leaders: Keys to effective legislation for children and families

Children and Families Program, State Legislative Leaders Foundation. (1995). Centerville, MA: Author. This resource was developed to provide advocates with effective strategies and information for increasing legislative awareness of and emphasis on child and family issues. It offers insights to the way legislators think and act, advocacy techniques, and samples (letters, interviews, etc.). Could be a valuable resource in shaping the next generation of advocates. Cost: Free.

For ordering information, please see the Source List on page 119.

Service Coordination

This section identifies materials for teaching others about case management and service coordination.

Primary Resources

Case management for children's mental health: A training curriculum for child-serving agencies

Irene Nathan Zipper & Marie Weil, Editors

This curriculum, designed for use with case managers, supervisors, service providers and families, provides methods and materials to teach the values, knowledge and skills needed to provide effective service coordination. Fourteen chapters on issues ranging from diversity and cultural competence to teams provide clearly stated goals, measurable objectives, detailed presenter notes, activities and worksheets, reproducible handouts, masters for transparencies, and related readings. These materials address service coordination from the mental health perspective in a manner that could easily be extended for use with diverse (health, education, social services) training audiences.

1994 **Print** **$150.00**

Level of Impact: Knowledge

University of North Carolina
School of Social Work
301 Pittsboro Street
CB# 3550
Chapel Hill, NC 27599-3550
Phone (919) 962-6432

Overview of family-centered service coordination: Facilitator's guide

Project Copernicus, Kennedy Krieger Institute

This training program is one in a series (*Train the Trainer Series in Family-Centered Service Delivery*) designed to address key issues in family-centered care. The overall format is specific and detailed in outlining the "how to" of facilitating training sessions. The "session at a glance" reviews the approximate time necessary to complete each of the eight activities, which focus on defining service coordination, key elements of family-centered practices, evolution and changes in service coordination, qualities of effective relationships with families, and specific roles/activities associated with service coordination. A structured, step-by-step guide provides facilitators with the purpose, time required, learning strategies, and specific materials needed for each activity, but allows for individualized applications of the materials.

1992 **Print** **$12.00**

Level of Impact: Awareness/Knowledge

Pathfinder Resources, Inc.
2324 University Avenue West, #103
St. Paul, MS 55114
Phone (612) 647-6905

Parents and professionals: Partners in co-service coordination

Peggy Rosin, Amy Whitehead, Linda Tuchman, George Jesien & Audrey Begun

This 20-minute videotape uses stories of three families with young children representing diversity in ethnicity, family structure and disability. The videotape and accompanying discussion guide could be useful in training diverse audiences involved in service coordination in early intervention. As part of a longer sequence of training about service coordination (see below-listed *Partnerships in early intervention*), the videotape could be a discussion starter.

1993 **Videotape and print companion guide** **$39.00**

Level of Impact: Awareness/Knowledge

Waisman Center
Early Intervention Program
1500 Highland Avenue, Room 231
Madison, WI 53705
Phone (608) 263-5022 Fax (608) 263-0529
Email: duschak@waisman.wisc.edu Web: http://www.waisman.wisc.edu/earlyint/

Pathways: A training and resource guide for enhancing skills in early intervention service coordination

Peggy Rosin, Meredith Green, Liz Hecht, Linda Tuchman, & Sue Robbins

This curriculum is designed to enhance skills and knowledge to meet the challenges of service coordination for preservice and inservice audiences. The materials include an introduction and four content sections: 1) getting started in the IFSP process; 2) follow-along and implementation of the IFSP; 3) responding to unexpected, immediate needs, or crisis; and 4) facilitating transitions. Each content is further divided into definitions, a framework for enhancing skills and knowledge, personal and interpersonal skills, and integrating skills and knowledge. This multifaceted resource can be used for inservice training, preservice training, or self-study.

1996 **Print** **$35.00 plus shipping & handling**

Level of Impact: Skill/Knowledge

Waisman Center
Early Intervention Program
1500 Highland Avenue, Room 231
Madison, WI 53705
Phone (608) 263-5022 Fax (608) 263-0529
Email: duschak@waisman.wisc.edu http://www.waisman.wisc.edu/earlyint/

For ordering information, please see the Source List on page 119.

Supplemental Resources

Colorado guidelines for service coordination

Miller, J., & Petersen, S. (1999). Denver, CO: Colorado Department of Education. This thoughtful booklet delineates a vision and guidelines for service coordination and illustrates them with many suggestions, checklists, guiding questions and family stories. Instructionally, the Colorado-specific examples could be used to compare/contrast with other the policies and procedures of other states and the stories could be used as mini-cases. Cost: Single copies are free from the Colorado Department of Education.

First glance: Tips for service coordination

Whitehead, A., Brown, L, & Rosin, P. (1993). Madison, WI: Wisconsin Personnel Development Project. This booklet covers 12 topics related to service coordination such as informal support networks, advocacy, key financial resources and eco-maps. Each section is designed to provide information and additional resources; most could easily be used as training activities. Authored by a parent-professional team, this resource includes useful information for both family members and service providers. Cost: $5.00.

Pathways in early intervention service coordination

Rosin, P. (1996). Madison, WI: Waisman Center. Videotape illustrates challenges faced in the provision of early intervention service coordination through four scenarios. Accompanying guide highlights key issues, important skills, and provides discussion question and activities for promoting the development of skills in each area. Cost: $80.00 (video & guide).

Pathways trail mix: A collection of ideas and training activities in early intervention service coordination

Rosin, P., Green, M., Hecht, L., & Robbins, S. (1998). Madison, WI: Waisman Center. Here's a new resource for those involved in training personnel in early intervention service coordination. Easy to use large and small group activities (warm-ups, energizers, stories, vignettes, role plays, eco-maps, panels) are provided, along with an extensive bibiliography, tips for trainers, and strategies for supervisors/administrators. Cost: $35.00

Service coordination for early intervention: Parents and professionals

Zipper, I. N., Hinton, C., Weil, M., & Rounds, K. (1993). Cambridge, MA: Brookline. Monograph designed as a resource to assist professionals, parents, programs, localities and states in their work to build effective systems. Cost: $19.95.

For ordering information, please see the Source List on page 119.

Specific Populations

This section includes instructional resources targeted to audiences including medical personnel, paraprofessionals, practitioners who serve parents with special needs, children infected with HIV, premature infants, and individuals who are homeless.

Health Personnel

Early intervention: The physician's role in referral

Rosalyn Benjamin Darling

This instructional package is designed to be used for inservice education of physicans and includes a 40-minute videotape and accompanying resource manual. The tape, which has been endorsed by physicians, makes viewers aware of parents' need for information and support early in their children's lives. It provides information about communicating with parents of young children with disabilities and making referrals to early intervention programs. The resource manual provides suggestions for use of the materials in formats of varying duration.

1991 **Videotape with accompanying resource manual** **$32.00 includes postage & handling**

Level of Impact: Awareness/Knowledge
Beginnings Early Intervention Services, Inc.
406 Main Street, Suite 201
Johnstown, PA 15901-1815
Phone (814) 539-1919

Supplemental Resources

Caring for infants and toddlers with disabilities: A self-study manual for physicians

Seklemian, P., Scott, F. G., & Garland, C. W. (1993, August). Norge, VA: Child Development Resources. This well-designed, competency-based product responds to physician-generated requests for information and skills that will enable them to be full participants in statewide early intervention system. For information about the materials or the training through which they are provided, contact Child Development Resources directly.

Early intervention in Alabama: A guide for physicians

Alabama Department of Rehabilitation Services. (1994). Montgomery, AL: Author. This state-specific compilation could serve as a model for other states in providing essential Part H information to physicians. Sample early intervention forms (Child Find Referral Form, IFSP), key agency contacts (local and state), networks (parent organizations, disability-specific organizations), and toll-free numbers are listed, making this book a useful resource. This publication is free.

For ordering information, please see the Source List on page 119.

Health professions education and relationship-centered care

Tresolini, C.P. & the Pew-Fetzer Task Force. (1994). San Francisco, CA: Pew Health Professions Commission. A nice resource containing some excellent teaching examples of the knowledge, skills, and values essential to providing relationship-centered care. This monograph also contains information on the characteristics of effective medical schools and how more relationship-centered medical training might be implemented. Cost: $12.00.

It wasn't supposed to happen

Nemours Center for Biomedical Communication. (1994). Wilmington, DE: Author. This eight-minute videotape was designed to help families and medical professionals explore ways that information sharing can be done more effectively. Personal messages from family members who have children with rare genetic conditions offer insights about what's helpful, what's hurtful, and the value of parent-to-parent support. Cost: Free of charge to training programs. $24.95 to others.

Managed care maze: What about the children?

Robson, S. (1997). Fairfax, VA: Parent Educational Advocacy Training Center (PEATC). This 30-minute videotape follows several culturally diverse families as they negotiate the health care systems in which their families are part. Through planning and team work, they work together with their doctors to solve problems and develop strategies for dealing with health care bureaucracies. These same illustrations, along with accompanying guides (one for family members and one for physicians), could be used instructionally to discuss and explore managed health care issues. Cost: $33.00 for family members; $53.00 for others (includes postage).

Medical Education Project: Incorporating the principles of family-centered care in physician education

DiVenere, N., & Witkin, K. (1999). Winooski, VT: Parent to Parent of Vermont. This package (video & manual) describes a training model designed to provide medical students with the opportunity to recognize, acknowledge, and, hopefully adjust, their personal beliefs about individuals with disabilities. Objectives, activities, and materials for class-based instruction and family practicum components are provided, along with a description of the experiences of others in using these approaches. Available September 1999. Cost: Please contact source.

Nurses, physicians, psychologists, & social workers within statewide early intervention systems: Clarifying roles under Part H of the Individuals with Disabilities Education Act

Von Rembow, D., & Sciarillo, W. (1993). Bethesda, MD: Association for the Care of Children's Health. This collection of role clarification papers was developed by Part H and the ICC in Maryland to facilitate the effective participation of representatives of these disciplines in the early intervention system. Order #3085. Cost: $13.00.

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For ordering information, please see the Source List on page 119.

Physician technical assistance papers

First Steps (Kentucky's Early Intervention System). (1993). Frankfort, KY: Department of Mental Health/Mental Retardation, Division of Mental Retardation. These materials were designed to provide practicing physicians with basic information about Part H of IDEA, and the roles and responsibilities of physicians under this legislation. Great examples that could easily be modified. One free copy per state can be ordered from Frankfort Habilitation, 3755 U.S. 127 South, Frankfort, KY 40601.

Paraprofessionals

Current trends in the use of paraprofessionals in early intervention and preschool services

Striffler, N. (1993). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center, NECTAS. This paper synthesizes current thinking, issues and practices related to the use of paraprofessionals in the provision of early intervention services to children with disabilities. Cost: $5.00.

Early childhood: The role of the paraprofessional

Institute on Community Integration (UAP). (1999, November). Minneapolis: Publications Department, Institute on Community Integration, University of Minnesota. This is a well-organized resource for assisting instructors to plan and prepare to teach paraprofessional audiences about key early childhood topics. Each chapter of the facilitator's manual includes student goals, discussion questions, activities, and materials and topics covered include child development, individualized planning, classrooms, families, cross-cultural competence,etc. The participant's manual includes forms, formats, readings, and other information to promote application of the concepts covered. Cost: $15.00 (facilitator's manual); $10.00 (participant's manual).

For ordering information, please see the Source List on page 119.

Parents with Special Needs

Parents with special needs/mental retardation: A handbook for early intervention

Marilyn Espe-Sherwindt, Sandra Kerlin, Christina Beatty & Suzanne Crable

This handbook provides material and strategies that could be helpful in meeting the needs of families in which parents have special needs/mental retardation. The material is divided into five sections: "An Early Intervention Model," "Understanding of Parents with Special Needs/Mental Retardation," "Intervention Principles and Strategies," "Evaluating Progress," and "Resources." This resource will be helpful if you provide training to folks who work with parents with special needs/mental retardation.

1990 **Print** **$21.00 includes shipping & handling**

Level of Impact: Awareness/Knowledge

Marilyn Espe-Sherwindt
Family Child Learning Center
143 Northwest Avenue, Bldg. A
Tallmadge, OH 44278
Phone (330) 633-2055

Premature Infants

Developmental intervention for hospitalized infants

Georgetown University Child Development Center

This series of ten videotapes is intended to illustrate ways that health professionals and family members can promote the development of hospitalized infants. One set targets development for infants in the neonatal intensive care unit (NICU) and includes modules on "Premie Development," "The Premie and the NICU Environment," "Positioning and Handling the High-risk Infant," "The Growing Premie," "Helping Families," "Parenting the Acutely Ill Infant," and "Parenting the Growing Premie." The other set focuses on the pediatric unit and includes modules on "Promoting Development," "Helping Families," and "Parenting the Infant with Prolonged Hospitalization." Each videotape is accompanied by a study guide that provides learner objectives, an overview, related activities, additional resources and a pre-/post-test. Developed by Georgetown's UAP and Department of Neonatology.

1991 **Videotape (9-15 minutes) with accompanying study guides (print)** **Titles are $80.00 each, with reductions for purchasing sets (NICU, PEDS)**

Level of Impact: Awareness/Knowledge

Polymorph Films
95 Chapel Street
Newton, MA 02458
Phone (800) 370-3456 Fax (617) 965-9449
Email: info@pfilms.com Web: www.pfilms.com

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For ordering information, please see the Source List on page 119.

Supporting families and their prematurely born babies: A guide for training care providers

Valerie Thom, Gloria Krahn, B. John Hale, Margaret Keller, Marilyn Hartzell & Anne Mette Smeenk

This training guide and the accompanying videotape are intended for training medical, allied health care, and early intervention providers who work with biologically high-risk infants and their families. The guide contains five training modules in each of two units. Unit 1 (Infants, Families and Providers) offers sections on P.L. 99-457, infant competency, individual differences, and emotional milestones, parental perceptions and family dynamics, providers' issues, and community networks. Unit 2 (The Preterm Experience) presents units on medical terminology, parenting experiences in the NICU, preterm infant development, parent-infant interaction and approaches to family support. The videotape is divided into five segments of which the fifth segment is both the most current and the most relevant to training.

1990 **Print and videotape** **$80.00 includes shipping & handling**

Level of Impact:Awareness/Knowledge

CDRC Publications
P.O. Box 574
Portland, OR 97207-0574
Phone (503) 494-8699

Prenatal Exposure

The future of children: Drug exposed infants

Center for the Future of Children, The David and Lucile Packard Foundation. (1991). Los Altos, CA: Author. This issue presents information on the medical/phamacologic and long term development effects of prenatal exposure to legal and illegal substances, including cigarettes, alcohol, heroin, narcotics, marijuana, and cocaine. It also offers viewpoints from child welfare, law, economics, and ethics professionals on the service implications, cost implications, and possible responses to working with families whose infants are drug-exposed. This and other publications in the *Future of Children* series are available online at http://www.futureofchildren.org/

Resources related to children and their families affected by alcohol and other drugs

Hargrove, E., Daulton, D., Melner J., & Shackelford, J. (1994). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center, NECTAS. This resource guide describes a variety of resources that serve young children and their families affected by substance use. It is organized into three sections: national training and information resources; state programs and agencies; and federal funding sources. Cost: $5.00.

For ordering information, please see the Source List on page 119.

Special Health Needs

Medically fragile infants and toddlers: An interdisciplinary training curriculum

JFK Center for Developmental Disabilities

This curriculum recognizes that there are different priorities, resources and schedules across different training settings (including preservice vs. inservice) and is structured to be flexible. It includes seven topical modules: "Overview," "Family Adjustment and Family-centered Services," "Interdisciplinary Team Assessment," "Interdisciplinary Team Intervention," "Feeding Problems," "Service Coordination," and "Community Integration." Intended for implementation by an interdisciplinary training team, it includes learning objectives, topics, notes, bibliographies, discussion questions and additional activities for each module. While the primary mode for training is lecture, ideas and resources could easily be modified into more interactive options.

1994, June Print **$10.00 includes postage & handling**

Level of Impact:Awareness/Knowledge

Hal Lewis
JFK Center for Developmental Disabilities
University of Colorado Health Sciences Center
4200 East 9th Avenue, Box C-234
Denver, CO 80262
Phone (303) 315-8607 Fax (303) 315-6844

Children with special health needs: Bibliography of selections

National Center for Education in Maternal and Child Health. (1993). Arlington, VA: Author. This uncopyrighted (i.e., freely reproducible) guide includes a descriptive overview of federal and state programs for children with special health needs, an annotated list of current publications, a list of organizations that can provide additional information and a list of state directors of programs for children with special health needs. The section on Financing Services is particularly helpful in identifying resources on funding for families. Cost: $5.00.

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For ordering information, please see the Source List on page 119.

State Planning & Resource Development

This section includes resources to assist states in setting up structures to support and link the components of personnel development (recruitment, preparation, qualification, support, and retention).

Efficacy

The effectiveness of early intervention

Guralnick, M.J. (Ed.). (1997). Baltimore: Paul Brookes. This book summarizes and interprets research and program outcomes in early intervention since the passage of P.L. 99-457. It provides direction for second-generation research in the field and a background for understanding and addressing many aspects of early intervention service delivery. Cost: $79.00.

Florida's children: Their future is in our hands

Florida State University, Center for Prevention and Early Intervention Policy. (1994). Tallahassee, FL: Author. This is a handbook on the causes and costs of preventing disabilities and at-risk conditions in young children through educational, maternal and child health programs that work. It presents useful and compelling data useful to trainers, policy makers and advocates, and offers a format that could be helpful to other states and regions. Cost: $15.00.

RIDE project: Early intervention

Ohio Valley Educational Cooperative. (1996). LaGrange, KY: Author. This is a 20-minute videotape designed for community agencies and practitioners to increase awareness of the importance and effectiveness of early intervention. Perhaps the best feature of this tape is a pediatrician's description of the research basis for and cost effectiveness of early intervention. Cost: $19.00.

Eligibility

Eligibility policies and practices for young children under Part B of IDEA

Danaher, J. (1998). Chapel Hill, NC: NECTAS. This synthesis reflects the requirements and options to states under the 1997 Amendments to IDEA. Along with language taken directly from the IDEA statute, analyses are presented for the states and jurisdictions regarding their eligibility criteria and classifications. Cost: $3.00.

State and jurisdictional eligibility definitions for infants and toddlers with disabilities under IDEA

Shackelford, J. (1998, January). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center, NECTAS. A major challenge to policy makers in implementing the Early Intervention Program for Infants and Toddlers with Disabilities (Part C) is determining who is eligible for services. This paper discusses how the 50 states and 7 jurisdictions that participate define developmental delay and at-risk. This is a handy resource for considering or exploring a variety of cost and service delivery issues. Cost: $3.00. Also available for free at www.nectas.unc.edu/pubs/publis+1.html#asselig

For ordering information, please see the Source List on page 119.

Financing

NECTAS information update on health care reform

National Early Childhood Technical Assistance System (NECTAS). (1994, April). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center, NECTAS. A handy collection of resources on health care reform, with emphasis on the perspectives of families and advocates. Cost: $6.00.

Projecting the costs of early intervention services: Four states' experiences

Perry, D. F. (1993). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center, NECTAS. This publication was inspired by frequent questions from states seeking to determine the cost of implementing Part H and requesting data from NECTAS that could be used to answer questions from their legislature or budget office. The examples are intended to serve as methodological models for states undertaking cost studies, or as a gauge for states to measure estimates that they have received. $5.00.

Implementation

Implementing early intervention: From research to effective practice

Bryant, D. M., & Graham, M. A. (Eds.). (1993). New York: The Guilford Press. This book was published to express the most current thinking of researchers in the major areas of early intervention. Lots of data, theory, and questions that could be used as effective background information for discussion of applications and policy development. Catalog #2247. Cost: $39.50.

Monitoring & Evaluation

Alaska Early Intervention/ Infant Learning Program monitoring tool

Alaska Department of Health and Social Services. (1994). Fairbanks, AK: Author. This resource captures the program monitoring process and instrument used by the state of Alaska. The underlying philosophy of the standards reflected in these materials is that within certain guidelines, programs must have the flexibility to address issues in accordance with community and family norms. The examples could be used as a model by other states, as exercises for inservice training, or as teaching examples for students. Cost: FREE.

For ordering information, please see the Source List on page 119.

Charting change in infants, families and services: A guide to program evaluation for administrators and practitioners

ZERO TO THREE/National Center for Clinical Infant Programs. (1987). Arlington, VA: Author. This booklet describes the benefits of families and professionals engaging in ongoing evaluation to help answer the question. "What are our early intervention programs achieving?" Stock No. 16. Cost: $4.00.

Part B

Section 619 profile

deFosset, S.(1999, May)(9th ed.). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center, NECTAS. A profile representing information from all 60 states and jurisdictions reflecting their major state activities related to Part B-Section 619. Cost: $6.00.

Part C

Part C updates

National Early Childhood Technical Assistance System (NECTAS) and the Office of Special Education Programs (OSEP). (1998, December). Chapel Hil: UNC-CH, Frank Porter Graham Child Development Center, NECTAS. This publication assembles a variety of information on the policies and practices in the states and jurisdictions that participate in the Program for Infants and Toddlers with Disabilities of IDEA. It has resource material on implementation of Part C services (definitions, managed care activity, age focus, etc.) and a clean copy of the IDEA Amendments of 1997. Cost: $12.00.

For ordering information, please see the Source List on page 119.

Personnel Development Systems

La Ristra: New Mexico's comprehensive professional development system in early care, education, and family support

Turner, P. (Ed.) (1999, September). Santa Fe, NM: Office of Child Development, Children, Youth & Families Department. This document chronicles more than a decade of work to create an integrated system for the preparation and support of all personnel serving young children and families. Sections clearly describe the overall process that has led to the New Mexico system as well as the components (e.g., common core content, certification, articulation, areas of specialization) of that system. The result is a clear, thoughtful framework that other states could use for planning. Cost: FREE while supplies last. Contact Barbara Lucero (505/277-9648; bglucero@unm.edu) for further information. Available on the Web at http://www.NewMexicoKids.org/EarlyCareEd/OnLine_Library/La%20Ristra/La_Ristra%20Frameset.htm

The speakers bureau directory

Maryland Infants and Toddlers Program. (1991). Baltimore, MD: Maryland Infants and Toddlers Program. A statewide directory designed to disseminate information about resources that are available to provide expertise on diverse topics in early intervention. Cost: $5.00.

Personnel Shortages

Shortages in professions working with young children with disabilities and their families

Hebbeler, K. (1994). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center, NECTAS. This monograph provides professionals, advocates, parents, administrators, program planners and policy makers with the best available information with which to formulate a strategic response to the shortages of early intervention personnel. This paper examines national data on the current work force, describes current shortages in five key disciplines and discusses possible responses to the problem. Cost: $5.00.

Planning

Early intervention self-assessment and planning guide on family-centered services and interagency collaboration: Facilitator's manual

Wisconsin Personnel Development Project. (1992). Madison, WI: Author. Document contains a series of activiites designed to stimulate discussion about how birth-to-three program requirements and "best practices" are being implemented in local communities. Cost: $10.00.

Policy Implementation

Handbook for ethical policy making

North Carolina Institute for Policy Studies. (1992). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center. The original purpose of this handbook was to provide appropriate information that can be used by policy boards in the development and writing of guidelines for implementation of Part H. However, the vignettes, examples and ideas provided could easily be modified for use in assisting diverse preservice and inservice audiences to appreciate the complexities of the key issues in family-centered policy design. Cost: $7.50.

The study of federal policy implementation: Infants/toddlers with disabilities and their families

Gallagher, J. J. (1993). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center, Carolina Policy Studies Program. This document is a synthesis of the efforts by states to implement Public Law 99-457, Part H with particular emphasis on the areas of eligibility, policies for families, personnel preparation, finance, interagency coordination, health coordination and data systems. Cost: $5.00.

Recommended Practices

Guidelines for preparation of early childhood professionals

National Association for the Education of Young Children (NAEYC), Division for Early Childhood, Council for Exceptional Children (DEC/CEC), & National Board for Professional Teaching Standards (NBPTS). (1996). Washington, DC: NAEYC. This book combines into one source the early childhood profession's agreed-upon standards for teacher preparation, including NAEYC guidelines to help institutions develop preparation programs and guide states in teacher licensure, standards for preparation of early childhood educators/special educators, and licensure recommendations. Cost: $5.00.

For ordering information, please see the Source List on page 119.

National standards for nursing practice for early intervention services

American Nurses Association. (1993, October). Lexington,KY: University of Kentucky. Developed to describe nursing's scope of practice and develop standards supportive of nursing's diverse and significant contributions to the care of infants, young children and families. Cost: FREE.

Technical Assistance

Lessons learned: Provision of technical assistance to states

Pizzo, P., Griffin, A., Keith, H., Argenta, D., & Szanton, E. (1993, April). Arlington, VA: ZERO TO THREE/National Center for Clinical Infant Programs. This monograph shares the findings of technical assistance provided under the Better Care for the Babies (BCTB) Project. It reports on lessons learned about the technical assistance that was provided (in attempts to improve the quality of infant child care), and offers insights that could be used to assist state planning. Cost: $9.00.

Tracking Systems

Keeping track: Tracking systems for high-risk infants and young children

Berman, C., Biro, P., & Fenichel, E. S. (Eds.). (1989). Arlington, VA: ZERO TO THREE/National Center for Clinical Infant Programs. Document shares state-of-the-art development and refinement in tracking systems. Stock No. 29. Cost: $15.00.

Warning signals: Basic criteria for tracking at-risk infants and toddlers

Blackman, J. (1986). Arlington, VA: ZERO TO THREE/National Center for Clinical Infant Programs. Identifies criteria to consider in establishing tracking systems for infants and toddlers who are at risk for developmental delays. Stock No. 67. Cost: $3.50.

For ordering information, please see the Source List on page 119.

Teams

This section includes materials for promoting teamwork.

Primary Resources

Interdisciplinary teamwork: A guide for trainers and viewers

Virginia Institute for Developmental Disabilities

This two-part video emphasizes the effects of team process on the recipients of team service, young children with disabilities and their families. Both segments provide the opportunity to see a team in action, first not functioning effectively (Part 1: A Team in Name Only) and then learning to work together (Part 2: Becoming an Effective Team). The video and training guide were designed to facilitate discussion and analysis of both positive and negative team processes (disagreement among team members, not honoring family priorities, using jargon, etc.). The guide provides background information, training objectives, a content outline, and suggested learning activities which can be for preservice or inservice training.

1990 **Print with two accompanying videotape segments (22 minutes each)** **$75.00 plus $7.50 shipping**
Stock No. 00701

Level of Impact: Awareness/Knowledge

Child Health and Development Educational Media (CHADEM)
5632 Van Nuys Blvd., Suite 286
Van Nuys, CA 91401
Phone (818) 994-0933 Fax (818) 994-0153

Interprofessional collaboration modules

Judith Allender, Karen T. Carey, Juan Garcia Castanon, Betty Garcia, Berta Gonzalez, Giri Hedge, Adrienne Herrell, Ronald S. Kiyuna, Cherie Rector, & Joan Henderson-Sparks

This is a great new resource for addressing some of the most challenging aspects of teamwork. Six modules cover the topics of defining interprofessional collaboration, listening and mediating conflict, interprofessional team building, interprofessional work with children and families, multicultural issues, and community issues. Each module includes goals, objectives, key terms, teaching methods and content outline, support materials, references, and evaluation forms.

April 1997 **Print** **$25.00 plus postage & handling**

Level of Impact: Knowledge/Application

Teaching Research Division
Western Oregon State College
345 N. Monmouth Avenue
Monmouth, OR 97361
Phone (503) 838-8794

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For ordering information, please see the Source List on page 119.

Skills inventory for teams (sift)

Corinne W. Garland, Adrienne Frank, Deana Buck, & Patti Seklemian

The SIFT is an inventory of skills needed to function as part of an early intervention team. The instrument is divided into Team and Team Member sections. The Team section examines overall team functioning; the Team Member section examines individual teamwork skills. Each section is organized with a screening scale and an assessment checklist. The screening scales help teams and individual team members identify key areas of need and strength regarding teamwork. The checklists then help clarify and prioritize for improvement in the targeted areas. Directions and forms are provided, along with forms for creating development plans. This instrument could be a valuable team-based decision-making activity.

1992 Print **$26.00 plus shipping & handling. Request #CDR921**

Level of Impact: Awareness/Knowledge

Child Development Resources Training Center
150 Point O' Woods Road
Norge, VA 23127-1280
Phone (757) 566-3300 Fax (757) 566-8977

Stages of group development

Project Vision

This 32-minute videotape opens with an overview of the stages of team development: forming, storming, norming and performing, with information about what can be expected at each phase. These concepts are further defined by showing a group in the process of endeavoring to become a team. Four distinct segments of this group's interactions, each representing a phase of team development, are presented, followed by a recap of the key concepts. This videotape, which shows successful group problem-solving, positive parent participation, and shared learning from different viewpoints, could easily be used in conjunction with "A Team in Name Only"(above), which illustrates miscommunications and absence of collaboration. Selected portions of the tape could also be used in training to illustrate skillful group facilitation and successful conflict resolution.

1994 Videotape **$55.00 plus $5.00 postage & handling**

Level of Impact: Awareness/Knowledge

Jennifer Olson/Karen Durst
Idaho Center on Disabilities and Human Development
University of Idaho
129 West Third
Moscow, ID 83843
Phone (208) 885-3588 Fax (208) 885-3628
Email: jenn@uidaho.edu
Web: www.ets.uidaho.edu/cdhd/catalog/toc.htm

BEST COPY AVAILABLE

For ordering information, please see the Source List on page 119.

Teaming

Jennifer Olson & Cari Lee Murphy

These multi-faceted materials were developed as part of the BEST (Building Effective Successful Teams) series. Key to the set is the training manual, which includes eight chapters covering team development, roles, group norms, communication, conflict management, goal setting, effective meetings, and action planning. Each chapter is packed with information, activities, questionnaires, and other materials for addressing the content. Three related videotapes (*Navigating new pathways: Obstacles to Collaboration, Stages of group development: Overcoming roadblocks to team development, and Navigating new pathways: Effective meetings*) and a facilitator's guide complete the package, which was designed to be offered as a 30-hour self-directed course. A workbook for an abbreviated version of the same program (15 hours) is also available. An introductory video, *Teaming: The best Way*, which was produced solely for promotional value, highlights in 10 minutes the key features of the inservice training model which has rich materials and ideas for preservice and inservice training.

1997 **Print, videotape** **Training Manual (minimum order of 3) $34.95**
Facilitator's Package (3 videos plus facilitator's guide) $25.00

Level of Impact: Knowledge/Application

Jennifer Olson
Idaho Center on Developmental Disabilities
University of Idaho
Moscow, ID 83843
Phone (208) 885-3588 Fax (208) 885-3628
Email: jenn@uidaho.edu

Supplemental Resources

Administrative [team] challenges in early intervention

Garland, C. W., & Linder, T. W. (1994). In L. Johnson, R. J. Gallagher, M. J. LaMontagne, J. B. Jordan, J.J. Gallagher, P.L. Hutinger, & M.B. Karnes, (Eds.), *Meeting early intervention challenges: Issues from birth to three* (2nd ed.). Baltimore, MD: Paul H. Brookes. This chapter deals with aspects of teamwork in early intervention, including administrative aspects of teaming and transdisciplinary teamwork. Cost: $30.00.

Collaborative working relationships

Elder, J.O. (1994). Austin, TX: J.O. Elder Associates. The activities and formats included in this two-part resource address key areas of getting people to work together effectively, including understanding and appreciating differences, motivation for collaboration, and roles and responsibilities for collaboration. The facilitator's manual provides all instructinal materials for delivering four 3-1/2 hour modules, including interactive learning activities and transparency masters. The accompanying participant's workbook contains 35 interactive projects and assessment tools, the *Personal Development Profile* (a learning instrument to identify work behavioral strengths), and a supplemental reading list. Cost: Manual-$45.00; Workbook; $25.00.

For ordering information, please see the Source List on page 119.

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Consultation, collaboration and teamwork for students with special needs

Dettmer, P., Dyck, N., & Thurston, L.P. (1999). Needham Heights, MA: Allyn & Bacon. This book is packed with information, checklists, self-assessments, and forms for promoting family-centered collaborations. Liberally sprinkled throughout this text are scenarios and vignettes, which can be used as mini-cases, and applications, which are alternative assignments for extending learning into real life settings. One entire chapter is devoted to professional development for collaboration! Cost: $59.00.

Facilitator's guide to participatory decision-making

Kaner, S. (1996). Gabriola Island, British Columbia: New Society Publishers/Canada. This 8-chapter source book offers methods, skills and tools for supporting groups in working together to make wise decisions. Clear useful ideas and materials for encouraging full participation, promoting mutual understanding, fostering inclusive solutions, and teaching new thinking skills are provided. Cost: $24.95.

Improving work groups

Francis, D., & Young, D. (1992). San Diego, CA: Jossey-Bass. Materials focused on the underlying concepts of working teams include 25 activities that enable teams to work through "blockages" and other elements that inhibit success. One tool, the Team-Review Survey, contains statements related to team effectiveness that can be used to assess team functioning, strengths, and barriers. Cost: $39.95.

Interdisciplinary clinical assessment of young children with developmental disabilities

Guralnick, M.J. (Ed.) (2000). Baltimore: Brookes. Offering insight from veteran team members in nine disciplines, this book has some useful ideas on gathering information, making decisions, and collaborating effectively. Seven clinical case examples of interdisciplinary collaboration offer instructional insights. A shortcoming of this book is the overemphasis on professionals interacting effectively with each other and the lack of emphasis on teams collaborating effectively with family members. Talented teachers will use this weakness to instructional advantage. Cost: $42.00.

Leadership: The vision beyond the doorway

Collaborative Services Inservice Demonstration Project. (1997). Farmington, CT: Division of Child and Family Studies, Department of Pediatrics, University of Connecticut Health Center. Materials with which to explore new ways of working together, creative ways of funding that work, and innovative ways to use teaching and training to support those new ideas are included in this manual. It includes seven modules on specific aspects of teamwork and collaboration, including leadership, strategic planning, managing change, overcoming barriers, and changing public policy. Each module includes information, activities, and additional resources that could be used for teaching, training, or personal development. Cost: $20.00.

For ordering information, please see the Source List on page 119.

Learning to lead teams: Developing leadership skills

Johnson, D.W., & Johnson, R.T. (1997). Edina, MN: Interaction Book Company. Here's a book that was written with one purpose in mind: to improve leadership skills. With lots of activities, checklists, and worksheets, it offers suggestions in areas that range from solving interpersonal problems and mediating to reducing tension and stress through humor. A great investment for teaching or personal use! Cost: $22.00.

Navigating new pathways: Obstacles to collaboration

Olson, J. (1994). Moscow, ID: Idaho Center on Developmental Disabilties, University of Idaho. This 15-minute videotape is organized in five short scenarios that reflect different team challenges in a sample inclusive Head Start classroom. No pat answers are provided, but lots of opportunities for discussion of team challenges in areas including communication, roles, planning, differing philosophies, and training. Cost: $55.00.

Overcoming roadblocks to team development

Olson, J. (1994). Moscow, ID: Idaho Center on Developmental Disabilities, University of Idaho. This videotape is the sequel to *Stages of Group Development* (see above). It helps groups recognize common roadblocks to team development and then reviews four strategies for overcoming these roadblocks. This video could be used to assist self-awareness and problem-solving for students or practitioners. Cost: $55.00.

Parker team player survey

Parker, G. M. (1991).Tuxedo, NY: XICOM. This instrument allows you to identify and understand your primary style(s) and strengths as a team player. A great resource for helping team members recognize their contributions and plan to increase overall team effectiveness. Stock No. 4913. Cost: $6.50.

Project relationship: Creating & sustaining a nurturing community

Poulsen, M.K., & Cole, C.K. (1996). Los Angeles: Los Angeles Unified School District. This 41-minute (5 segment) videotape depicts a family and professionals working together to meet the needs of a young child with significant behavioral issues. Along with accompanying written material, it provides a nice model for practitioners who want to develop their skills for planning effectively with families. Cost: FREE.

Resistance to change

Project Vision. (1994). Van Nuys, CA: Child Development Media. What you'll see on this tape is a lengthy team meeting, attended by an occupational therapist, speech-language pathologist, special education teacher, aide, school psychologist, principal, and kindergarten teacher. While meeting to discuss the inclusion of a child in the kindergarten at a public school, issues arise concerning financing, integrated therapy, class size, fears of each professional with regard to change, and problems with "top-down" decisions. While no pat answers are offered, strategies for helping support changes are offered. Cost: $71.50.

For ordering information, please see the Source List on page 119.

The story of the goose

Training Resource Center/NJDA. (1992). Richmond, KY: Eastern Kentucky University. This four-minute video tells the story of how geese have developed a model of team work and cooperation that can be an inspiration to even the most cynical. Cost: $65.00.

Team practices profile

Frank, A., & Garland, C.W. (1997). Norge, VA: Child Development Resources. The core of this document is a self-rating checklist for early intervention teams. Completion of the checklist and identification of next steps can assist teams in moving toward more family-centered, transdisciplinary service delivery and promote better team problem solving. Cost: $39.95.

Team-building source book

Phillips, S.L., & Elledge, R.L. (1989). San Diego, CA: Jossey-Bass. Fully-reproducible activities and materials for a single team building exercise or a sequence of team building events. Eleven modules of varying length (15 minutes to three hours) are included on aspects of teamwork, each complete with objectives, instructions, sample assessment materials, and handouts. Stock No. 545C17. Cost: $99.95.

Thomas-Kilmann conflict mode instrument

Thomas, K. W., & Kilmann, R. H. (1991). Tuxedo, NY: XICOM. Instrument for examining how individuals deal with situational conflict and for planning conflict-resolution approaches. Stock No. 4813. Cost: $6.50.

Transdisciplinary play-based intervention

Linder, T. W. (1993). Baltimore, MD: Paul H. Brookes Publishing Co. This monograph provides creative strategies for promoting cognitive, social-emotional, communication and language, and sensorimotor development. Using the Transdisciplinary Play-Based Intervention (TPBI) Planner, team members can choose activities to design individualized family service plans and individualized education programs. Cost: $49.95.

Transdisciplinary teaming in the preschool classroom

Early Childhood Collaborative Services Project. (1996). Farmington, CT: Division of Child and Family Studies, Department of Pediatrics, University of Connecticut Health Center. This is a concise package of ideas for addressing transdisciplinary issues within the context of the preschool classroom. Information, activities, handouts, and strategies are provided. Cost: $6.00.

Transdisciplinary teamwork and integrated therapy: Clarifying the misconceptions

York, J., Rainforth, B., & Giangreco, M. F. (1990). *Pediatric Physical Therapy, 2*(2), 73-79. This article can be a great training resource for a small group brainstorming process because it looks at common misconceptions and provides clarifications.

For ordering information, please see the Source List on page 119.

Transitions

This section offers material for sharing information about the transitions made by young children and families.

Primary Resources

Project STEPS (Sequenced Transition to Education in the Public Schools) training manual and training module handouts

Beth Rous

The STEPS training manual provides materials for persons wishing to offer training on any or all aspects of community-wide systems of transition. The manual includes an overview of the STEPS model, description of training materials, overhead and handout masters, a guide for trainers in presenting visual and handout information, guidelines for time allotments, and sample agendas. As the STEPS model relies heavily on a "team approach" to training, much emphasis is placed on effective team meetings, community team development, and team building.

1997 **Print** **$50 (training manual) – limited to trainers only**
$25 (training module handouts)

Level of Impact: Awareness/Knowledge

Project STEPS Dissemination Center
Human Development Institute
126 Mineral Industries Building
University of Kentucky
Lexington, KY 40506-0051
Phone (606) 257-9117 Fax (606) 257-4353
Web: www.indi.uk.edu/project/steps/steps.html

Supplemental Resources

Bridging early services for children with special needs and their families

Rosenkoetter, S. E., Hains, A. H., & Fowler, S. A. (1994). Baltimore, MD: Paul H. Brookes. This manual provides guidelines for meeting federal requirements, shares models that demonstrate how planning benefits all involved in an early childhood transition, and explains how to ensure successful transitions through a variety of strategies. Cost: $26.00.

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For ordering information, please see the Source List on page 119.

Building bridges to kindergarten: Transition planning for children

Rosenkoetter, S.E., Hains, A.H., & Streufert, C. (1997). McPherson, KS: Bridging Early Services Transition Project. This 16-minute videotape and companion guide entitled *It's a big step* are intended to assist community-based collaboration to promote effective transitions. The materials support a process through which community nners could come together, assess the positive transition practices in place, and determine additional actions or events to improve current practices. Cost: $30.00 (videotape and guide).

Effective transition practices: Facilitating continuity

U.S. Department of Health and Human Services. (1996). Washington, DC: U.S. Government Printing Office. If you're looking for detailed, practical training materials on transition, this volume from the series *Training Guides for the Head Start Learning Community* may be just the ticket. Three modules (Transition and change, Transition and continuity, Partnerships for continuity) include learning outcomes, key concepts, background information, activities, and handouts, as well as ideas to extend practice. Cost: $16.00.

Family and child transitions into least restrictive environments (FACTS/LRE) publications

FACTS/LRE Project. (1999). Champaign, IL: Author. This recently completed federal project has left behind a rich legacy: five instructional modules on aspects of transition. Topics covered include interagency agreements, entering a new preschool, facilitating inclusion in community settings, planning transitions to preschool, and writing an interagency agreement on transition. Great content, vignettes, and teaching examples. Cost: Download from the Web at http://facts.crc.uiuc.edu.

Making a difference

Chapel Hill Training and Outreach. (1995). Chapel Hill, NC: Author. This 20-minute videotape was developed through one of 32 federally-funded programs for supporting Head Start children in making successful transitions to kindergarden. The film illustrates how schools, communities, families, college volunteers, and agencies (housing, YMCA, police) can work together, with strong emphasis on outreach and family support. Cost: $40.00.

Passages: Providing continuity from preschool to school

Southeastern Regional Vision for Education (SERVE). (1995). Tallahassee, FL: Author. Using examples from day care programs, Head Start programs, and public schools throughout the southeast, this 32-minute videotape illustrates key concepts of transitions that promote school success for young children (developmentally appropriate practices, cultural congruity, interagency collaboration, multi-age groupings, cooperative learning, site management, family involvement, and preschool/kindergarden continuity). Pleasant footage provides basic facts in an engaging manner. Cost: $19.95.

For ordering information, please see the Source List on page 119.

Project STEPS university packet

Rous, B. (1995). Lexington, KY: Project STEPS Dissemination Center. This packet was developed to assist faculty in addressing transition content as part of their course work. It contains overview information about transition, recommended practices from the STEPS project in the areas of administration, staff involvement, family involvement and child preparation, overheads, and handouts. Cost: $3.00.

Terrific transitions: Ensuring continuity of services for children and their families

Southeastern Regional Vision for Education (SERVE). (1997). Tallahassee, FL: SERVE. This resource booklet was designed to assist caregivers, educators, and parents in improving transitions and creating continuity of services for children, ages 0-8, and their families. This is an easy-to-read resource guide that includes a brief history of the transition movement, checklists, strategies, samples for promoting continuity, and a list of suggested resources. Cost: $6.00.

Transition: A time for growth

Rosenkoetter, S., Hains, A.H., & Streufert, C. (1997). McPherson, KS: Bridging Early Services Transition Project. A positive, informative 12-minute videotape with strategies for transitioning children (with or without special needs) from preschool to kindergarten. Some of the strategies illustrated include visits to receiving sites by children and families, creating portfolios to accompany children to receiving sites, and transition fairs. Specific considerations for urban and rural settings are addressed. A companion booklet, *Step Ahead at Age 3*, is available in English or Spanish. Cost: $30.00.

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For ordering information, please see the Source List on page 119.

Family Participation

This section includes materials to support the involvement of family members in different roles in early childhood intervention, including leadership, advocacy, personnel preparation, and program design and development.

Primary Resources

Making room at the table: Fostering family involvement in the planning and governance of formal support systems

Elizabeth S. Jeppson, Josie Thomas, Anthony Markward, Jo Anne Kelly, Gail Koser, and David Diehl

This manual, co-created by the Family Resource Coalition of American and the Institute for Family-Centered Care, provides trainers and facilitators with information and materials for conducting a three hour module designed to foster family involvement in the advisory and decision-making roles. The content is relevant, current, and research-based. The format and activities reflect principles of adult learning. The manual is clearly written and includes handouts and overheads.

1997 **Print** **$17.00 plus $2.50 shipping and handling (members get a discount)**

Level of Impact: Attitude, skill

Jackie Lally, Publication Director
Family Resource Coalition of America
20 N. Wacker Dr., Suite 1100
Chicago, IL 60606
Phone (312) 338-0900
Email: frca@frca.org Web: www.frca.org

Parents together: A manual for parents of children with special needs

Exceptional Children's Assistance Center (ECAC)

This compilation provides clear, concise information and examples for sharing information about many aspects of special education. Chapters are devoted to issues including: "What is special education?," "IDEA," "The Special Education Process," "When you Disagree, Records/Record Keeping," "Documentation and Letter Writing," "Communication Skills," "Evaluation," and "IEP." Materials could easily be used to structure training around these issues. While the emphasis is clearly on older children, much of the content would be useful to families with infants and toddlers. This resource comes highly recommended by family members.

June 1992 **Print** **$7.42**

Level of Impact: Awareness/Knowledge

Exceptional Children's Assistance Center (ECAC)
P.O. Box 16
Davidson, NC 28036-0016
Phone (704) 892-1321 Fax (704) 892-5028
Email: ecac1@aol.com Web: www.ecac-parentcenter.org

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For ordering information, please see the Source List on page 119.

Vanderbilt family empowerment project: Family group curriculum manual

Craig Ann Heflinger, Jan Anderson, Joann Digby, Charles Grubb, & Carolyn Williams

This manual, developed through the Vanderbilt Family Empowerment Project, provides all materials necessary to conduct a training program designed to enable parents to become collaborators in their children's mental health treatment. The materials are organized in three modules, focused on **knowledge** (of the service delivery system, assessment, and rights), services efficacy (reinforcing the motivation for changing parents' behavior and relationships to the service provider), and **skills** (in areas including assertiveness, communication, and goal setting). While these materials were originially designed to provide training to families who had children with mental health needs, they have much broader application. Most activities and assignments could be easily modified for any audience.

1994 **Print** **$15.00**

Level of Impact: Awareness, Knowledge

Resource Specialist
Center for Mental Health Policy
Vanderbilt Institute for Public Policy Studies
1207 18th Avenue South
Nashville, TN 37212
Phone (615) 322-8207

Supplemental Resources

After the tears

Simons, R. (1987). Orlando, FL: Harcourt, Brace, Jovanovich Publishers. This collection of stories from families on raising a child with a disability, interspersed with ideas and suggestions, can provide insights for family members or professionals. Stock No. 0156029006. Cost: $10.00.

Assuring the family's role on the early intervention team: Explaining rights and safeguards

Hurth, J.L., & Goff, P.E. (1996). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center, NECTAS. This monograph is a synthesis of innovative practices and ideas for explaining procedural safeguards to families. It provides a step-by-step model that could provide useful information and practice to adminstrators, providers, or family members. Cost: $6.00.

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For ordering information, please see the Source List on page 119.

Building a strong family/Creando una familia fuerte

Hallfin, T.B., Villaseñor, J., & Cohen, K. (1998). Minneapolis, MN: PACER Center. Five stories are presented to illustrate cultural conflicts and other issues Hispanic/Latino parents of young children (with or without disabilities) often encounter in the U.S. Written in both Spanish and English, the stories offer advice on parenting and explore challenges around setting limits, discipline, nutrition, preparing for the transition to public school, and conflicts between traditional and Western approaches to health care. While written for parents, the stories could also be helpful to practitioners working with Hispanic/Latino families. A Hmong and English version of this resource is also available. Cost: $10.00.

Coping with the challenges of disability

Blue-Banning, M., Santelli, B., Guy, B., & Wallace, E. (1994). Lawrence, KS: Beach Center on Families and Disability. These materials were designed to share information with parents or primary caregivers of children with disabilities about cognitive coping strategies. The content, presenter guidance, activities, and family stories are diverse, engaging, and clearly presented. They provide information about ways that families of children with disabilities cope with their experiences, with preservice or inservice audiences. Stock No. 2C. Cost: $11.50.

Developing and maintaining mutual aid groups for parents and other family members: An annotated bibliography

Stuntzner-Gibson, D., Koroloff, N.M., & Friesen, B.J. (1990). Portland, OR: Portland State University Research and Training Center. This monograph was developed to provide resources to family members and professionals. The books, articles, handbooks, conference proceedings, and newsletters included address key issues including organizing and developing parent support groups and self-help groups and professionals' roles in parent support groups and self-help groups. Cost: $7.50.

Dictionary for parents of children with disabilities

The M.V.P. (Most Valuable Parent) Project. (1993, June). Gregory, SD: South Dakota Parent Connection. This dictionary includes terminology used within the fields of testing/evaluation, early intervention, special education and related services, medical and therapeutic services, family supports and resources, vocational training, guardianship, and insurance. Parents may order copies at no charge.

The early intervention dictionary: A multidisciplinary guide to terminology

Coleman, J.G. (1999). Bethesda, MD: Woodbine House. From acidosis to zygote, this dictionary defines hundreds of medical, therapeutic, and educational terms commonly used in the early intervention field. This can be a great resource for helping parents, students, and many different professionals in the field to understand one another and collaborate successfully. Cost: $17.95.

Essential allies: Families as advisors

Jeppson, E.S., & Thomas, J. (1995). Bethesda, MD: Institute for Family-Centered Care. This book has lots of very practical information, illustrations, and resources for supporting family involvment in advisory activities, including training. Developed to "help bridge the gap between providers' past training and new expectations of collaboration and partnership with families," this publication succeeds in a big way. Item No. 32060. Cost: $15.00.

The *Exceptional Parent* 1999 resource guide: Directories of national organizations, associations, products and services

(1999). *Exceptional Parent*, 24(1), 1–80. This annual publication provides information about and addresses/phone numbers for resources that range from parent training and information centers to state assistive technology programs.

Families as advisors: A training guide for collaboration

Jeppson, E.S., & Thomas, J. (1997). Bethesda, MD: Institute for Family-Centered Care. New collegial relationships among families and practitioners bring opportunities to increase the responsiveness of programs and institutions, and also demand new attitudes and skills. The eight training activities included in this guide were designed to encourage dialogue and promote creative thinking related to families in advisory roles. Activities use a number of approaches (brainstorming, large and small group discussion, individual reflection) that should appeal to different types of learners. This is a nice companion to the earlier publications, *Essential Allies: Families as Advisors* and *Words of Advice: A Guidebook for Families Serving as Advisors*. Cost: $10.00.

Families in program and policy

Wells, N., Anderson, B., & Popper, B. (1992). McLean, VA: National Maternal and Child Health Clearinghouse. This publication summarizes the results of a national survey to determine the kinds and amounts of participation by parents and other family members in Title V Children with Special Health Care Needs (CSHCN) programs. Information included about the benefits and challenges of family involvement could be very useful in planning and training. Stock No. G059. Cost: Free.

Family involvement in policy making

Koroloff, N.M., Hunter, R.W., & Gordon, L. (1995). Portland, OR: Portland State University Regional Research Institute for Human Services. This monograph summarizes the findings of Families in Action, a five-year project to learn from the experiences of parents and other family members of children with emotional disorders who served as members of policy-making boards, committees, and other policy-related bodies. Lessons learned from families and the project are offered, along with measures and other project-related materials. Cost: $10.25.

Family-centered service coordination: A manual for parents

Zipper, I. N., Hinton, C., Weil, M., & Rounds, K. (1993). Cambridge, MA: Brookline. This monograph is designed to answer family questions about the early intervention services that may be received. Cost: $7.00. *Available in English and Spanish.*

For ordering information, please see the Source List on page 119.

For families

Schuyler, V., Sowers, J., & Broyles, N. (1998). Portland, OR: Hearing and Speech Institute. A guidebook and companion videotapes offer family members information and strategies for helping young children who are deaf or hard of hearing to learn to listen and communicate. Very useful information (e.g., selecting a communication approach, child care, amplification) is provided in a clear manner with suggestions from other family members interspersed. With the advent of universal hearing screening and anticipated increases in early referrals of very young children who are deaf or hard of hearing, these materials may also be very useful to students and practitioners. Cost: $90.

Go ask Alice: A guidebook for parents serving on state and local interagency councils

Early Integration Training Project, Center for Special Needs Populations, Ohio State University. (1991). Columbus,OH: National Clearinghouse of Rehabilitation Training Materials. This clever "guidebook" is offered as a road map to ICC-land for parents who wish to be involved in shaping public policy regarding early intervention, by participating in state or local Interagency Coordinating Councils (ICCs). Cost: $6.00.

Growing great babies: A guide to caring for and supporting your baby's development

Elliott, L. (1999). San Angelo, TX: Great Kids, Inc. This booklet was developed to support parents in caring for their baby during the first six months. Examples emphasize social, physical, and intellectual development. Strategies and examples address building a safe and trusting environment, feeding, touching, communication, and play. A Spanish version (*Un baile con tu bébé*) is also available. Cost: $3.00 (discounts for bulk orders)

A guide to early intervention services: A resource for families

Garland, C.W. (Ed.). (1992). Norge, VA: Child Development Resources. This guide is intended as a first step for families in understanding the early intervention system in their community. Stock No. CDR91G. Cost: $18.00.

How can we help? A resource for families

Child Development Resources, Inc. (1991). Norge, VA: Child Development Resources. This practical, easy-to-use instrument will help families identify their own resources and their concerns for purposes of gathering information and IFSP planning. Order No. CDR91H. Cost: $15.00 for package of 50.

Keeping it together: A notebook for families

Parents Reaching Out. (1997). Los Lunas, NM: Author. This clever binder is a health and resource organizer for children with special needs and their families. Held one way all information appears in English; flipped over all information appears in Spanish. While some of the examples are New Mexico-specific, the model for helping manage the paperwork of early childhood intervention is a useful and thoughtful one. Cost: $20.00.

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For ordering information, please see the Source List on page 119.

Making the system work: An advocacy workshop for parents

Kelker, K.A. (1987). Portland, OR: Portland State University Regional Research Institute for Human Services. The resources presented in this package are designed to provide family members with skills and strategies for serving as more effective advocates. The activities include role plays and vignettes with follow-up questions that could be used with parent and professional audiences to address a variety of family-centered practice and training issues. Cost: $8.50.

The parent leadership program training manual

Blough, J., Brown, P., Dietrich, S., & Fortune, L.B. (1996). (2nd ed.) Bethesda, MD: Institute for Family-Centered Care. Looking for new ways to mentor, guide, encourage, and support family members in leadership roles, including teaching and training? Based on a 7-session training designed by parents for parents and professionals, this manual includes sample agendas, fully-developed activities, financial support and evaluation forms, and lists of additional resources. Many of the activities could be used for skill development with any audience. Cost: $25.95 includes postage and handling.

The parent perspective: A parent consultant directory

Whitehead, A., Brown, L., & Rosin, P. (1994, September). Madison, WI: Wisconsin Personnel Development Project. A directory of parents interested in presenting their family experiences and perspectives (e.g., as part of training). Cost: $5.00.

Parent to parent: Encouraging connections between parents of children with disabilities

Brown, L., & Irwin, L. (1992). Madison, WI: Wisconsin Personnel Development Project. This handbook is directed at parents and professionals who see a need for parent-to-parent matching in their area and want to know how to do it. Cost: $5.00.

Parent-professional collaboration content in professional education programs: A research report

Friesen, B.J., & Schultze, K.H. (1992). Portland, OR: Portland State University Regional Research Institute for Human Services. This monograph summarizes findings from examination of the curricula of five disciplines: medicine, social work, nursing, psychology, and special education. Each section lists discipline-specific examples of courses and programs in which family-professional partnerships are being featured, as well as specific examples of resources and materials. Could be helpful for embedding family-centered content in existing coursework and enhancing family participation in training. Cost: $5.00.

For ordering information, please see the Source List on page 119.

Parents as policy-makers: A handbook for effective participation

Hunter, R.W. (1994). Portland, OR: Portland State University Regional Research Institute for Human Services. The purpose of this manual is to provide parents and other family members of children with disabilities with some practical tools with which they can become effective partners with professionals in the policy-making process. It is divided into four sections: understanding the process, strategies for effective participation, organizing as advocates, and resources for decision-making. Cost: $7.25.

A parent's guide

National Information Center on Children and Youth with Disabilities (NICHCY). (various). Washington, DC: Author. The Center generates a variety of parent guides (Serving on Boards and Committees, Accessing Programs for Infants, Toddlers, and Preschoolers with Disabilities, Accessing Parent Groups) with clear, useful information. Cost: All are available in English and Spanish on the Web at www.nichcy.org/pubs/parent.

The premature baby book

Harrision, H. (1983). New York: St. Martin's Press. This book, written by a parent, presents clear, carefully-researched and basic information for families of premature babies. It presents the basic medical information, answers to frequently asked questions and a complete guide to taking the premature infant home. Proceeds from the sale of this book will be donated to organizations that help premature babies and their families. Cost: $19.95 plus shipping & handling.

SSI helping kids

National Center for Policy Coordination in Maternal and Child Health. Gainesville,FL: Author. This 10-minute videotape is designed to provide parents and professional staff with basic information about the SSI program for children, including purpose, eligibility criteria, application procedures and benefits. The tape could stand alone or be integrated in education or outreach efforts. Cost: Free.

Successfully parenting your baby with special needs: Early intervention for ages birth to three

Hanlon, G.M. (1999). Fair Haven, NJ: Edvantage Media. This video provides a detailed overview of early intervention, geared toward families of very young children with special needs who are just getting involved with services. The tape presents current information on key aspects of a state system (e.g., referral, evaluation, IFSP). A caution in using this tape is that it reflects largely Anglo-European families in comfortable, middle class settings, and thus is not reflective of the cultural, ethnic, linguistic, or socioeconomic diversity of families receiving early intervention services. Cost: $49.95.

For ordering information, please see the Source List on page 119.

Telling your family story . . . parents as presenters

King, S. (Ed.). (1994, October). Madison, WI: Wisconsin Personnel Development Project. This videotape and accompanying guide can be used by individuals or groups who are interested in improving their presentation skills. The materials, while somewhat dry, can be used to help family members and caregivers to share their personal experiences through the encouragement and examples of the families featured on the tape. Cost: $60.00.

The 3R's for special education: A guide for parents/A tool for educators

Trevor, G.H. Fair Haven, NJ: Edvantage Media. This 45-minute video is especially geared toward parents to assist them in advocating for their child with special needs within school systems. An overview of the special education system, laws and rights, designing IEPs, and preparing for meetings are some of the topics covered. Along with practical tips for navigating the process, words of advice from other parents (e.g., the Welcome to Holland story) and encouragement of self-advocacy are consistent themes. Cost: $49.95

Words of advice: A guidebook for families serving as advisors

Thomas, J., & Jeppson, E. (1997). Bethesda, MD: Institute for Family-centered Care. This publication offers guidance for thinking through the benefits and demands of advisory roles for family members, presents some fundamental principles for being a successful advisor, and suggests practical tips for dealing with common challenges that families encounter in these new roles. Designed as a follow-up to *Essential Allies*, the guidebook mixes useful self-assessment checklists with words of advice and encouragement from family members around the country who are already serving as advisors. Item No. 32061. Cost: $10.00.

Working together: Early intervention family participation resources

Early Intervention Services, Massachusetts Department of Health. (1997, January). Boston: Massachusetts Department of Public Health, Bureau of Family and Community Health. This publication represents a collection of ideas for family members, practitioners, or administrators to use to stimulate and support family participation in early intervention programs. The information included ranges from the fundamentals of family participation to advisory roles, public awareness committees, and family participation standards. Cost: Free.

Your child has a disability

Batshaw, M. (1991). Baltimore: Paul Brookes. This book has lots of information for family members, practitioners and faculty. Along with easily understandable descriptions for procedures, diagnoses, and interventions, it offers some great teaching and training materials. For example, Chapter 2's section on reading a medical report offers several examples of jargon-laden writing paired with "translations." Students could be provided with the jargon, asked to write translations, and given Batshaw's translations to compare with. Cost: $24.95.

For ordering information, please see the Source List on page 119.

Personnel Preparation & Development

This section includes information on models (mentoring, consultation) and methods (instructional approaches, case method and team-based approaches) for supporting preservice education, inservice training, and ongoing staff development.

Primary Resources

By design: Family-centered, interdisciplinary preservice training in early intervention

Amy Whitehead, Betty Ulanski, Beth Swedeen, Rae Sprague, Gail Yellen-Shiring, Amy Fruchtman, Carrie Pomije, & Peggy Rosin

This guide for faculty and trainers was developed by the Family-Centered Interdisciplinary Training Project in Early Intervention. It describes all the strategies used to stimulate, support, and evaluate learning by students from different disciplines (seminars, team activities, family mentor experience, community placement, supervision). All materials for replicating these strategies are included, along with evaluation data from the project to guide implementation.

1998 **Print** **$40.00**

Level of Impact: Awareness/Knowledge to skill/Application

Early Intervention Program
Waisman Center
1500 Highland Avenue, Room 231
Madison, WI 53705
Phone (608) 263-5022 Fax (608) 263-0529
Email: d;uschak@waisman.wisc.edu Web: http://www.waisman.wisc.edu/earlyint/

Lives in progress: Case stories in early intervention

P.J. McWilliam and invited contributors

This thought-provoking book uses the case method of instruction to give students (preservice) and participants (inservice) the opportunity to practice the problem-solving and decision-making skills they need on the job. The book includes twenty "unsolved" case stories based on actual work experiences of early interventionists across the United States. They can be used to develop skills for listening, advocacy, understanding diverse points of view, and collaborative action planning. A companion *Instructor's Guide*, featuring teaching notes and other supplemental materials, is available upon request to instructors.

2000 **Print** **$32.00**

Level of Impact: Knowledge/Application

Paul Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285-0624
Phone (800) 638-3775 Fax (410) 337-8539
Email: custserv@brookespublishing.com Web: www.pbrookes.com

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The winning trainer: Winning ways to involve people in learning

Julius E. Eitington

With its extensive appendices available for copying (120+ pages), this book presents engaging and dynamic techniques that involve learners in the learning process, increasing retention and understanding. Sections on getting things started (icebreakers, openers), using small groups effectively, role playing, games, exercises, puzzles, case method, evaluation, and transfer will have application in both preservice and inservice settings. There's even a chapter called "If you must lecture . . . ," describing how to make this instructional approach as effective as possible. The spiral-bound format allows easy copying of exercises, measures, and activities.

1996 **Print** **$49.95 plus shipping & handling**

Level of Impact: Awareness/Knowledge to Skill/Application

Gulf Publishing Company
Book Division
P.O. Box 2608
Houston, TX 77252-2608
Phone (713) 520-4444 Fax (713) 520-4438

Career Development

Career development systems in early care and education: A planning approach

Costley, J. (1991). Boston, MA: Center for Career Development in Early Care and Education at Wheelock College. This classic publication addresses the key characteristics of a career development system and the steps to develop and implement such a system. Could be an instructional tool for examining what different states are or aren't doing to create supportive lattice structures. Cost: $5.00.

Creating and using core knowledge/competencies

Azer, S.L. (1997). Boston, MA: Center for Career Development in Early Care and Education at Wheelock College. This document discusses the ways states have identified and are using core knowledge/competency areas as part of a comprehensive early childhood career development system. Examples, including sample documents from eight states, could be used for instruction or planning. Cost: $15.00.

Working toward making a career of it: A profile of career development initiatives in 1996

Azer, S.L., Capraro, K.L., & Elliott, K.A. (1996). Boston, MA: Center for Career Development in Early Care and Education at Wheelock College. This document does a nice job of highlighting trends and initiatives in early childhood personnel development across states. The information on issues, barriers, and challenges could be used to organize a lively class discussion of factors that support a quality work force. Cost: $15.00.

For ordering information, please see the Source List on page 119.

Case Method of Instruction

Case method of instruction outreach project

Through a series of projects funded by the U. S. Department of Education, Office of Special Education, P.J. McWilliam and other early intervention colleagues have developed a substantial number of case stories and related training materials to provide instructors with the necessary tools for incorporating the case method of instruction (CMI) in their preservice and and inservice training of early interventionists. All these materials are now available on the Worldwide Web. To access information about the case method of instruction, ideas about instructional applications, the actual cases (solved and unsolved), and discussions questions, go to http://www.fpg.unc.edu/~cmi/index.htm.

Case studies for teacher problem solving

Silverman, R., Welty, W.M., & Lyon, S. (1996). (2nd ed.). New York: McGraw-Hill. Thirty-seven real-life cases written to reflect K–12 classroom events or a series of related events present dilemmas to be resolved. Since each case reflects the complexity of actual classrooms, learners will be required to apply theory and reflect on practice to solve these problems. Cost: $32.00.

Cases in early childhood education: Stories of programs and practices

Driscoll, A. (1995). Needham Heights, MA: Allyn & Bacon. The cases in this book take readers into ten distinct classrooms and communities to portray the broad scope of an instructional day from beginning to end. A matrix is provided, indicating, by case, the age of the children (3–7), the program location (urban/rural), and the issues addressed (parent involvement, transition to kindergarten, inclusion, interagency collaboration). Suggestions for using the cases effectively are also provided. Cost: $32.00.

Clearinghouse for Special Education Teaching Cases

The Clearinghouse is an outgrowth of a project designed to develop, evaluate (field test), and nationally disseminate teaching cases to aide in the inservice and preservice preparation of teachers who work with children and youth with disabilities and their families. Fifty-four teaching cases have been written by trained case writers who interviewed classroom teachers from all over the United States as case informants for the cases. Each case has been field tested, includes questions for discussion, and is cross-referenced with expected areas of teacher competence designated by the Council for Exceptional Children (CEC). Cases may be accessed at http://cases.coedu.usf.edu/.

Giving it some thought: Cases for early childhood practice

Rand, M.K. (2000). Washington, DC: National Association for the Education of Young Children (NAEYC). This volume presents 49 teaching cases that reflect typical challenges in teaching young children. They cover the spectrum of center-based early childhood settings, including Head Start, nursery schools, private child care centers, kindergartens, and preschool/primary programs in public schools, and incorporate a variety of cultural contexts found in urban, suburban, and rural locales. The cases provide a basis for discussing decisions and courses of action, developing problem-solving abilities, and improving decisionmaking skills and self-reflection. Cost: $9.00 plus postage and handling.

For ordering information, please see the Source List on page 119.

Leadership for special education administration: A case-based approach

Goor, M.B. (1995). Orlando: Harcourt Brace & Company. Short, very usable cases highlight current leadership challenges in providing services. Most cases are presented within the context of teamwork, in which administrators are team members who must collaborate with teachers, parents, and students. A great resource for helping students see more than one side of an issue. Cost: 45.00.

Using cases to improve college teaching: A guide to more reflective practice

Hutchings, P. (1993). Washington, DC: American Association of Colleges for Teacher Education (AAHE). This guide explores the use of cases about teaching and learning to prompt collaborative discussion and reflection about pedagogical issues. Strategies for writing and discussing cases are included, as well as information about additional projects, people and materials. Seven reproducible cases, with teaching notes, are included. Cost: $15.00.

Coaching

Coaching partnerships: Refining early intervention practices

Gallacher, K. (1995). Missoula, MT: Montana University Affiliated Program Rural Institute on Disabilities. This manual is designed to assist in the development and implementation of effective coaching partnerships. It includes six sections that define coaching, describe program development, examine the coaching process, describe roles, responsibilities, and potential modifications, and offer additional resources. Cost: $6.00 plus shipping and handling.

Consultation

The consultation process: Implications for early intervention

File, N. (1992). Occasional Paper No. 1. Bloomington, IN: Institute on Disability and Community. Discusses barriers to the effective practice of consultation and implications for early intervention programming. Cost: $2.00.

The consulting therapist

Hanft, B.E., & Place, P.A. (1996). San Antonio, TX: Communication Skill Builders/Therapy Skill Builders. This text offers effective strategies and case studies designed to assist individual practitioners in providing relevant consultation by using a collaborative approach with educators and other team members. Though designed to facilitate the work of occupational therapists and physical therapists with classroom teachers in developing intervention plans for students with special needs, many of the concepts and formats could easily to interdisciplinary consultative interactions in early intervention. Stock No. 0761643656. Cost: $47.50.

For ordering information, please see the Source List on page 119.

Mental health consultation in early childhood

Donahue, P.J., Falk, B., & Provet, A.G. (2000). Baltimore: Brookes. The authors discuss key issues in the collaborative process, including techniques for supporting practitioners and enhancing the resilience of children and families, examples of specific traumas and crisis interventions, and the challenges and rewards of the ongoing partnership. This innovative resource delivers practical suggestions, vignettes, handouts, and photocopiable forms to mental healthprofessionals and early childhood educators who want a more effective way to reach the children and families they serve. Cost: $28.95.

Distance Education

Going the distance: A handbook for developing distance degree programs using television courses and telecommunication technologies

Toby Levine Communications, Inc. (1994). Arlington, VA: PBS Adult Learning Service. This book identifies steps involved in establishing distance degree programs, issues to examine before beginning the process, and the main issues involved in program development. Provides detailed information regarding faculty, student, and financial issues involved in establishing a distance degree program. Several examples of established distance degree programs are provided. Cost: FREE. Call (800) 257-2578.

Instructional Approaches

101 ways to make training active

Silberman, M. (1995). San Francisco: Jossey-Bass/Pfeiffer. The most extensive collection of active-learning techniques ever published offers specific suggestions on how to organize and conduct lively training sessions that can be used to teach any subject. From team building and stimulating discussions to prompting questions, developing skills, inviting feedback, and promoting back-on-the-job applications, this book has inventive options and proven strategies. Cost: $39.95.

Achieving your vision of professional development: How to assess your needs and get what you want

Collins, D. (1997). Tallahassee, FL: SERVE. This easy-to-use book has lots of good practical information and activities to assist individual learners and those who facilitate the learning of others. Sections are organized in a natural progression from developing a vision and creating a context for change through investing resources, providing continual assistance, and assessing/monitoring progress. Cost: $10.00.

For ordering information, please see the Source List on page 119.

Ants in his pants: Absurdities and realities of special education

Giangreco, M.F. (1998). Minnetonka, MN: Peytral Publications, Inc. This book consists of cartoons that provide humorous and thought-provoking illustrations of service delivery challenges. Inclusion, teaming, IFSPs, IEPs, and consultation are some of the areas featured. Cost: $19.95.

Active learning: Cooperation in the college classroom

Johnson, D.W., Johnson, R.T., & Smith, K.A. (1998). Edina, MN: Interaction Book Company. This book is about how college faculty can use cooperative learning to increase student achievement, create positive relationships among students, and promote healthy student psychological adjustment to college. It contains a set of practical strategies for structuring cooperative learning and the conceptual framework needed to understand how to create a truly cooperative learning community in your classes and college. Cost: $26.00.

The art of teaching adults: How to become an exceptional instructor and facilitator

Renner, P. (1994). Vancouver, BC: Training Associates. In step-by-step detail, this book describes dozens of fresh approaches to such time-honored techniques as group discussion, case studies, role playing, small group tasks, individual assignments, field projects, learning journals, and yes, even lecturing. The chapter on "asking beautiful questions" should be required reading for all new faculty members and trainers. Cost: $26.00.

Co-instruction: A case study

Whitehead, A., & Sontag, J.C. (1994). Madison, WI: Waisman Center, Early Intervention Program. This publication, intended to provide guidance to those who are interested in parent-professional collaboration in an academic setting, describes the process of co-instruction undertake by the authors (a professor and a parent of a child with a disability). The course syllabus, objectives, structure/approach, and accompanying materials are provided, along with instructor reflections and recommendations. Cost: $5.00.

Cooperative learning: Increasing college faculty instructional productivity

Johnson, D.W., Johnson, R.T., & Smith, K.A. (1991). Washington, DC: ERIC Clearinghouse on Higher Education, The George Washington University, School of Education and Human Development. The use of active learning strategies, such as cooperative learning, is growing at a remarkable rate. This monograph is about how faculty can ensure that students actively create their knowledge rather than passively listening to yours. Good ideas for structuring learning situations cooperatively at the college level so students work together to achieve shared goals. Stock No. ED347871. Cost: $17.00.

For ordering information, please see the Source List on page 119.

Critical thinking: Theory, research, practice, and possibilities

Kurfiss, J.G. (1988). Washington, DC: ERIC Clearinghouse on Higher Education, The George Washington University, School of Education and Human Development. This monograph was designed to enrich models of critical thinking currently being utilized by educators. It illustrates current practice in the teaching of critical thinking at two levels: individual courses within a discipline and institutional programs to foster critical thinking. Strong emphasis on research and theory, but still some good applications. Document No. ED304041. Cost: $15.00.

Delivering effective training sessions: Techniques for productivity

McArdle, G.E.H. (1993). Menlo Park, CA: Crisp Publications. Clear and explicit ideas on how to set up training environments, use materials effectively, encourage participation, and deal with a variety of training challenges. Cost: $10.00

Electronic collaboration: A practical guide for educators

Northeast and Islands Regional Educational Laboratory (LAB) at Brown University, the National School Network (NSN), and the Teacher Enhancement Electronic Community Hall (TEECH). (1999). Providence, RI: LAB at Brown University. Designed to promote comfort in using critical work-world skills on the computer (e.g., brainstorming, teamwork, communication), this guide offers clear electronic alternatives, and options. Chapters cover ways to collaborate, designing collaborative environments, choosing technology, and resources, providing a useful resource for faculty and students alike. Cost: Download for FREE at http://www.lab.brown.edu/public/ocsc/collaboration.guide/index.shtml

Flying by the seat of your pants: More absurdities and realities of special education

Giangreco, M.F. (1999). Minnetonka, MN: Peytral Publications, Inc. Here's the sequel to *Ants in his pants*, a collection of reproducible cartoons illustrating daily service delivery challenges and learning opportunities. Cost: $19.95.

Games trainers play: Experiential learning exercises

Newstrom, J.W., & Scannell, E.E. (1980). Des Moines,IA: Training Express. A collection of activities, exercises, and games to supplement learning on any topic. All of the exercises, which are divided into categories such as climate setting & icebreakers, listening, problem solving & creativity, and knowledge transfer, have been previously field-tested for success. Stock No. MG22X. Cost: $29.95.

Gone through any changes lately?

Brown, J., & Edelman, L. (Producers), & Edelman, L. (Director). (1998). Denver: Western Media Products. This 4-minute video was developed for use by trainers, educators, team builders and discussion leaders to use in helping groups deal with change in a positive way. Using the imagery of a favorite childhood toy, the tape encourages personal reflection and stimulates conversation about the effects of change on peoples' lives, work environments, and relationships. Cost: $43.95 (includes shipping).

Growing teachers: Partnerships in staff development

Jones, E. (Ed.). (1993). Washington, DC: National Association for the Education of Young Children. This publication offers eight stories involving partnerships between one or more early childhood programs—preschools, child care centers, public schools—and some other agency or individual working over time with teaching staff to facilitate growth. Along with each example is some very good material on facilitation, mentorship, communication and motivations for learning. Request #208. Cost: $6.00.

How people learn: Bridging research and practice

Donovan, M.S., Bransford, J.D., & Pellegrino, J.W. (Eds.) (1999). Washington, DC: National Academy Press. This book examines what we teach, how we teach it, and how we assess what children and adults learn. It provides a rich background for a practical look at today's schools and the potential for research to improve them in the coming years. Cost: $18.00. Also available on the Web at http://books.nap.edu/catalog/9457.html.

Making families matter at two-year colleges: Training the early childhood workforce to support families

Coffman, J. (1999). Cambridge, MA: Harvard Family Research Project. This monograph shares the findings from a study of the family-focused training available at two-year colleges that provide early childhood education programs. Included in the report are strategies and promising practices that address the gaps found in current programs. Cost: $13.00.

New teachers for a new century: The future of early childhood professional preparation

U.S. Department of Education. (2000). Washington, DC: U.S. Government Printing Office. This publication provides critiques of contemporary practice and offers challenges for the field in preparing the next generation of early childhood professionals. It examines the nature and content of current early childhood professional preparation programs at the pre-service level; provides a comprehensive description of what constitutes high quality early childhood professional preparation; and discusses the future of professional preparation at the baccalaureate level in early childhood education. Cost: FREE while supplies last. Publication number ECI 2000-9038. Contact US Dept of Education Products (877/433-7827) for further information.

Pediatric occupational therapy and early intervention

Case-Smith, J. (1998). (2ND ed.). Woburn, MA: Butterworth-Heinemann. This book is written for practitioners working in early intervention programs and for students training to be pediatric OTs. Clinical strategies and case examples from practice have application for students as well as experienced therapists. Cost: $50.00.

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For ordering information, please see the Source List on page 119.

Pediatric skills for occupational therapy assistants

Solomon, J.W. (2000). St. Louis: Mosby, Inc. This comprehensive, easy-to-read text covers all the fundamentals of pediatrics an occupational therapy assistant (OTA) needs to know, including information on normal development, pediatric health conditions, and the occupational therapy process. Each chapter includes objectives, outlines, key terms, summaries, review questions, and "clinical pearls" (advice from voices of experience). An instructor's manual identifies additional learning activities and resources, and provides multiple choice questions about each chapter. Cost: Text ($49.95); Instructor's Manual (free to faculty with purchase of text).

Preparing practitioners to work with infants, toddlers, and their families: Issues and recommendations for educators and trainers

Fenichel, E. S., & Eggbeer, L. (1990). Arlington, VA: ZERO TO THREE/National Center for Clinical Infant Programs. One in a series of four related publications addressing key elements of training, competencies, and action steps. The other three volumes deal with issues and recommendations for parents, policymakers, and the professions. Stock No. 25. Cost: $5.00.

Professors are from Mars, students are from Snickers: How to write and deliver humor in the classroom and in professional presentations

Berk, R. A. (1998). Madison, WI: Mendota Press. Humor can break down barriers and enable teachers and other presenters to connect with students or other audiences. A variety of techniques that can be used to integrate humor systematically into instruction and professional presentations are described and illustrated, along with suggestions on when, where and how to use humor effectively. Cost: $19.95.

Reforming personnel preparation in early intervention: Issues, models, and practical strategies

Winton, P.J., McCollum, J.A., & Catlett, C. (Eds.). (1997). Baltimore: Paul Brookes. A text designed to promote the delivery of creative and effective preparation of students and practitioners working in any area of early intervention. Four sections delineate the issues, describe the challenges, present possible solutions in the form of instructional ideas and activities, and offer specific examples of models around the country that work. Cost: $56.95.

The skillful teacher: On technique, trust, and responsiveness in the classroom

Brookfield, S. D. (1990). San Francisco: Jossey-Bass. Drawing on 20 years of his own teaching experience, Brookfield identifies critical areas in the teacher-learner relationship—such as building trust with students or overcoming resistance to learning—to demonstrate what teachers can do to improve their skills. Guiding discussions, balancing learning styles, and utilizing diverse instructional methods are a few of the topics covered. It's a classic! Cost: $32.95.

For ordering information, please see the Source List on page 119.

The teaching game: A practical guide to mastering training

Saunders, M.K., & Hawkins, R.L. (1986). Dubuque,IA: Kendall/Hunt Publishing Company. This practical guide was designed to assist teachers/trainers of adults. It provides lots of useful examples throughout chapters that focus on the characteristics of adult learners (and what to do about them), the characteristics of adult educators, interpersonal styles and delivery, communication between trainers and trainees, and instructional techniques. The chapter on evaluation and feedback has clear examples of how to write test questions, obtain useful feedback, and encourage self-assessment. Cost: $32.00.

Training methods that work: A handbook for trainers

Hart, L.B. (1991). Menlo Park, CA: Crisp Publications. Helpful ideas for adding variety to training, using an array of training methods, and selecting methods and materials for specific audiences. Full descriptions of seventeen training methods are provided. Cost: $10.95 plus postage and handling.

Training teachers: A harvest of theory and practice

Carter, M. & Curtis, D. (1994). Beltsville, MD: Gryphon House. Teacher/trainer Elizabeth Jones describes this book as "a collection of teaching tools and learning strategies" along with "ideas in profusion" in a "beautifully organized structure." It offers great resources for teachers and trainers on adult learning, constructivism, anti-bias practices, workshop planning, staff development (for supervisors), and tips for trainers. Cost: $32.95.

Mentoring

The early childhood mentoring curriculum

Bellm, D., Whitebook, M., & Hnatiuk, P. (1997). Washington, DC: National Center for the Early Childhood Work Force. This is a comprehensive, flexible set of tools for mentors and mentor trainers in center-based and family child care programs. Two separate volumes, *A Trainer's Guide* and *A Handbook for Mentors*, contain good information, along with clearly thought out and visually appealing learning activities, handouts, checklists, and supplementary readings. Cost: Handbook- $19.95; Trainers guide- $19.95.

Empowering the faculty: Mentoring redirected and renewed

Luna, G., & Cullen, D.L. (1995). Washington, DC: ERIC Clearinghouse on Higher Education, Graduate School of Education and Human Development, The George Washington University. This monograph synthesizes the literature on mentoring in terms of conceptual frameworks, mentoring arenas, and roles and functions of mentors and proteges. It also discusses the dynamics of mentoring for empowering faculty members as leaders and the importance of mentoring women and minorities in academe. In discussions designed to convey the benefits of mentoring to the entire institute, the authors guidelines and examples that range from getting a program started to keeping the ball rolling. Stock No. ED399889. Cost: $25.00.

For ordering information, please see the Source List on page 119.

Find a mentor or be one

Robertson, S. C. (1992). Rockville, MD: American Occupational Therapy Association. Structure, forms and examples for successfully organizing mentoring relationships. Order No. 1967. Cost: $10.00.

Learning through supervision and mentorship to support the development of infants, toddlers and their families

Fenichel, E. with the NCCIP Work Group on Supervision and Mentorship. (1991, December). *Zero to Three, XII* (2), 1-9. This is the lead article in a theme issue devoted to aspects of supervision and mentoring in early intervention. Stock No. 71. Cost: $18.95.

Learning through supervision and mentorship to support the development of infants, toddlers and their families: A source book

Fenichel, E. (Ed.). (1992). Arlington,VA: ZERO TO THREE/National Center for Clinical Infant Programs. This publication delineates key issues and suggests strategies for incorporating supervision and mentoring into training and practice institutions and systems. Cost: $18.95.

Team Models

Collaboration in interprofessional practice and training: An annotated bibliography

Newell, S.S., Jivanjee, P., Schultze, K.H., Friesen, B.J., & Hunter, R.W. (1994). Portland, OR: Portland State University Regional Research Institute for Human Services. Entries in this annotated bibliography are divided into six categories specific to interprofessional/interdisciplinary collaboration: need, principles, administrative and policy issues, methods, elements of training, and program and training examples. Cost: $7.00.

Cooperative learning teams: Enhancing early intervention competencies

Forest, S. (1997). Missoula, MT: University of Montana. Here's a manual describing everything you need to know to promote cooperative learning among adults. Sections include: (1) what is cooperative learning (basic components, benefits, differences from traditional training); (2) what steps are necessary to implement cooperative learning approaches for preservice or inservice education; (3) techniques and procedures necessary to effectively plan, implement, and evaluate cooperative learning activities; and (4) skills necessary to support cooperative learning teams. Cost: $6.00 plus postage and handling.

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